DOCUMENT RESUME

ED 208 079 UD 021 664

AUTHOR Feld, Marcia Marker; And Others
TITLE On the Feasibility of a Grade Level Reorganization for the Providence School System. Volumes I and II. Final Report.
INSTITUTION Rhode Island Univ., Providence. Community Planning and Area Development Urban Field Center.
PUB DATE Oct 80
NOTE 404p.; Some tables may be marginally legible due to reproduction quality of original document.

EDRS PRICE MF01/PC17 Plus Postage.
DESCRIPTORS Educational Environment; Educational Policy; Elementary Education; *Feasibility Studies; *Instructional Program Divisions; *Middle Schools; Operating Expenses; School Organization
IDENTIFIERS *Providence School District RI

ABSTRACT

This report is the third and final phase of a year and one-half study on the feasibility of reorganizing the currently splintered grade system in Providence, Rhode Island into a uniform K through 8 structure. The first volume of the report is an overview of the Providence School System and the goals of the feasibility study. A variety of policy options are proposed, and scenario analyses of them are presented. Reviewed are construction and operating costs. The critical issues surrounding grade reorganization are identified, and strategies for solving problems are suggested. Volume II is comprised of nine appendices of relevant papers and data. (MK)

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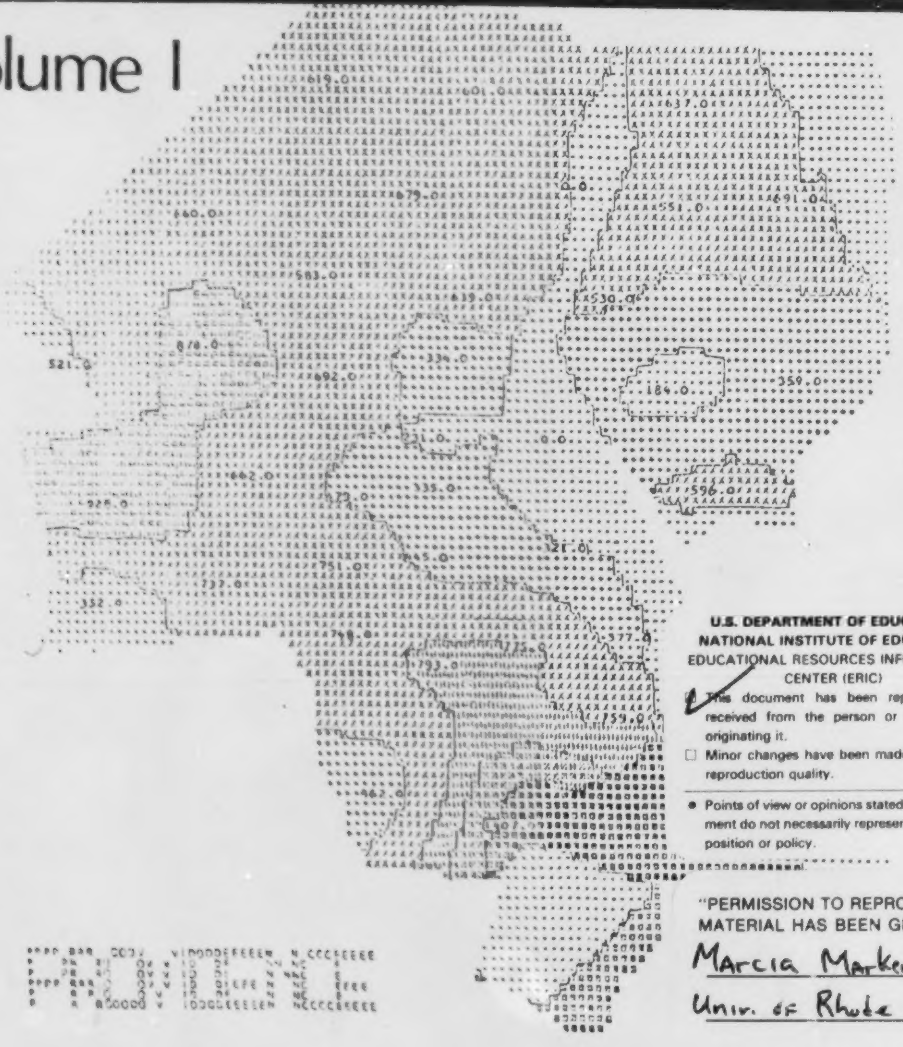
Final Report

On The Feasibility Of A Grade Level Reorganization For The Providence School System

Volume I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Graduate Curriculum in Community Planning & Area Development

University of Rhode Island 2 October 1980

FINAL REPORT
ON THE FEASIBILITY OF A GRADE LEVEL REORGANIZATION FOR THE PROVIDENCE SCHOOL SYSTEM

VOLUME I

TO: The Providence School Committee
The Providence School Department
Dr. Jerome B. Jones, Superintendent

FROM: The Graduate Curriculum in Community Planning and Area Development
University of Rhode Island

Dr. Marcia Marker Feld, Associate Professor and Principal Investigator of the Study Project

DATE: October 30, 1980

UNIVERSITY OF RHODE ISLAND

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ACKNOWLEDGEMENTS

This report could not have been completed without the contributions of many individuals in Providence and its educational community. We want first to thank Dr. Jerome B. Jones, Superintendent of Providence Public Schools, and Mr. Charles Matoian, Assistant Superintendent for Administration, both of whom provided outstanding support throughout this study. Mr. Lynn Smith was particularly helpful in the analysis of the demographic information and the location of schools. We also wish to thank Mr. Joseph DiPalma and Dr. Robert Ricci for their efforts.

We appreciate Ms. Gloria Abrams, Ms. Eleanor McEvoy, Ms. Elaine Wilkes, Ms. Carol Lombardi, and Ms. Sharon Gleckman, who were most cooperative in assisting the Study Team by scheduling meetings and locating specific data sources.

The Segment Administrators, Dr. Thomas McDonald, Ms. Pauline Mullins, and Dr. Mary O'Brien ; curriculum supervisors, support service coordinators, and principals provided us with sound observations and concerns about a school grade level reorganization.

The members of the Providence School Committee, with whom we discussed the study project individually, were accessible and very helpful. We appreciate the information Ms. Marcia Reback, President of the Providence Teachers' Union, shared with us. We also thank Mr. Stephen Kane, President of the Association of Providence Public School and Staff Administrators Union, and his fellow principals. The Honorable Mayor Vincent A. Cianci met with us and discussed these issues at length. We appreciate his giving us his time.

We particularly wish to express our sincere thanks to representatives of parent groups, student organizations, and many community groups from across the city who provided us with extremely valuable and insightful concerns and information. We also extend our sincere appreciation to the University of Rhode Island Cooperative Extension Service Metropolitan Office in Providence who generously provided the space for the Study Team.

I would like to add a special note of thanks to the core URI Study Team for their outstanding work, their commitment to the goals of this study, and their concern for the future of the children of Providence: Ms. Barbara Brauner Berns, who was Associate Study Director for Phases I and II of the study and continued as consulting educational planner; Mr. Karl Radov, principal economist; Mr. David Smith Winsor, architect/planner; Ms. Patricia Krause, educational planner. Ms. Patrice M. Gaudreau administered the entire project, and I am most appreciative of her efforts. Ms. Louise Bryden contributed to the typing of the Final Report.

Lastly, I am very grateful to Ms. Judith A. St. Thomas, Program Coordinator, whose dedication to the on-going work of the study was a major part of its completion and who, in addition, directed the consultation process within the community.

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PREFACE

The Providence School Superintendent, in May, 1978, began to identify the issue of whether the middle school system was, in fact, meeting the objectives of providing quality, cost-effective education for the early adolescent. An analysis indicated that the Providence middle school student attained low achievement scores and that this concern was associated with three system-wide problems: declining school enrollments, rising cost of education, and old,out-dated school facilities in which it is difficult to house new curriculum initiatives. At the request of the Providence School Committee, the Superintendent began a study which would respond in educational terms to these issues. The thought was that the reorganization of the Providence School System from its middle school orientation to a K-8 grade level organization would have a positive influence on the learning of the students. At that time, the Providence School System was a pioneer in the national educational community in focusing on early adolescent learning and its relationship to grade level organization. During the University of Rhode Island public policy feasibility study measuring the impact of grade level reorganization, of which this Final Report is the concluding volume, the beginnings of a generic literature have emerged which supports this assertion.

Recently the New York Times (Sept. 16, 1980) summarized the current findings of the longitudinal study "Schools and Adolescence Development" by Blyth and Simmons, which was identified in the URI initial feasibility study, (April, 1979). The Blyth study underscores the URI findings of the positive significance of a K-8 elementary school system on the learning of fifth to eighth graders and documents the negative impact of a junior high school middle school organization. It quotes Dr. Blyth as saying:

> As social scientists we strongly suspected that junior-high seventh-graders had a rough time adjusting, but we didn't know how seventh-graders in K-to-8 schools fared. We now have the statistics to back us when we recommend that a smaller, more supportive school environment - one that is like that found in a K-to-8 school - is best for seventh-graders.[1]

Dr. Joan S. Lipsitz, Director of the Center for Early Adolescence at the University of North Carolina at Chapel Hill comments, and the conclusions of the article parallel those raised in the URI study.

> Now decisions can begin to be made for reasons that are not just based on demographics, such as declining enrollment, school consolidation or desegregation rulings," she said. "It's the middle grades, sixth through ninth, that are constantly switched around. The question is, do we want our 11- and 12-year olds to remain children longer or do we want them to grow up faster?[2]

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[1] New York Times, September 16, 1980.

[2] New York Times, September 16, 1980.

The Boston Globe article (Sept. 14 and 22, 1980) primarily draws from a preliminary report of the Massachusetts Task Force on Middle Schools. Specifically, it points to the problems which such students find inherent in a junior high or middle school grade organization. The Task Force report quotes statistics from the Safe School Study indicating that the critical grades, seven and eight, have high drop-out rates and vandalism and then continues:

> Schools for students in the middle have not met the stated needs of children in transition... These volatile youngsters; constantly shifting intellectual and social gears, are boxed into schools that generally don't have the skills or the strength to cope with them, according to a consensus of parents, students and educators.[3]

These articles detail the issues including the lack of specific teacher training for this age group saying:

> .... the teachers with the greatest intellectual capacity are assigned to high schools and those with a caring quality are sent to work with young children in elementary schools...And the junior high or middle schools get the rest. As a result, the junior highs - grades seven, eight, and nine - or middle schools that frequently run from grades five or six through eight, are acknowledged the weakest links in most school systems.[4]

This literature, as described by these articles, documents that the Providence School System continues to be in the forefront of applied research and educational practice in its quest for quality, cost-effective education. It is our hope that this public policy impact study will provide the information necessary for the decisions to be made in the grade level reorganization of the Providence Public School System.

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[3] Boston Globe, Sept. 14 and 22, 1980.

[4] Boston Globe, Sept. 14 and 22, 1980.

FOREWORD

This Final Report completes the University of Rhode Island Public Policy Impact Study on the feasibility of a grade level reorganization for the Providence School System. The study began in the spring of 1979 with a focus on the middle schools in Providence and the early adolescent learning environment. The initial question was to assess the most appropriate strategy for the Providence School Department to achieve quality, cost-effective education. It was framed by several general, broad queries concerning the optimal learning environment for the early adolescent, the economic feasibility of staffing such an environment and of locating facilities which structure and support it as well as the change in size of the student body, location, and the development of a public education system that is responsive to the diverse community needs.

The study was developed in three phases, each of which represented a different aspect of the planning and policy process and each associated with the general goal and with a specific set of objectives. The first, Phase I: Needs Assessment; the second, Phase II: Policy Development; and the third, Phase III: Policy, Impact, Feasibility, and Implementation Strategies are also briefly described. The reports of these phases are available through the Office of the Superintendent at the Providence School Department.

A series of policy assumptions were stated initially which provided the analytic structure for this study. These policy assumptions have guided the kindergarten through eighth grade (K-8) level reorganization study. These policy assumptions include the dimension of accessibility of the school to all students, the concept of the role of the school in the community, a concern about quality, cost-effective education, a focus upon the early adoelscent and a commitment of collaborative decisions.

Phase I, The Needs Assessment, raised the specific question of the status of the Providence School System in relation to the education of the early adolescent and asked what criteria could be developed by which to assess whether the educational goals and objectives for this age group were being realized. Operationally, this question became: What might be the educationally appropriate and cost-effective grade organization for the early adolescent? The study reviewed some ways to examine the impact of such a change. The document, A Report on the Feasibility of a Grade Level Reorganization for the Providence School System: Phase I, (April 24, 1979) responds to these issues. A support document, Individual School Profiles developed in April, 1979 and revised in January, 1980 compliments this information.

Phase II, Policy Development and Phase III, Policy Impact and Feasibility had two major goals. They were to assess the impact of policy change in the current grade level organization of the K-8 grade structure and to provide information for policy decisions on a reorganization for the provision of quality, desegregated, and cost-effective education. The focus the study shifted, at the request of the Providence School Committee, from an assessment of the educational aspects of the learning environment to its physical context. The issues raised then centered on the structure and location of school plant facilities under a K-8 grade level reorganization. The questions became: What are the needs of the client population, ages 5-14 years? How many potential students will there be between 1980 and the year 2000? Where will they live? What is the status of the educational facilities both the structural aspects and the cost-effectiveness measures, and what are the key issues and concerns about a K-8 reorganization of the educational constituencies? The information gathered to answer these questions led to an assessment of the schooling needs of the students and then to the development of policy scenarios for a grade level reorganization determined by a set of community decision criteria.

These criteria emerged from the information systems previously developed and the stated policy assumptions of this study process. The Interim Report on the Feasibility of a Grade Level Reorganization for the Providence School System: Phase II, (January 24, 1980) responded to these questions and presented a preliminary set of criteria with an initial policy option. It continued the needs assessment and community decision matrices as working documents to assist in the School Committee's deliberations and began to document the issues emerging from the consultation process, a constituency based issue identification mechanism. The next report, Update: Status Report on the Feasibility of a Grade Level Reorganization for the Providence School System: Phase II, (April 30, 1980) continued this analysis through an iterative planning approach which provided an in-depth demographic projection and then the application of the decision criteria to all the factors. It presented a second and third policy option for grade level reorganization for School Department review.

This document, The Final Report on the Feasibility of a Grade Level Reorganization for the Providence School System; Phase III, (October 1980) was excerpted and summarized on June 23, 1980, and August 12, 1980, for School Committee response. It presents the fourth and fifth policy options and assesses them through scenario analsis. The questions which have been raised as the framework for the policy impact study -- Where are the students located? Who are they? What are their educational needs? What location of K-8 schools best responds to these needs? -- have been presented in ever increasing preciseness and detail. The facilities assessment and the intensive impact analysis for each school in the system, including the issues raised in the consultation process, have been utilized in the development of the Policy Option V, which has been recommended by the URI Study Team. This Final Report also assesses the construction requirements for each school which will be opened under Policy Option V, using a prototype K-8 elementary school for educational space requirements for 500-600 students. It then reviews the capital construction and operating costs and provides some suggestions for meeting them. The Final Report concludes with a recommended implementation/transition process for a K-8 grade reorganization. It identifies some of the critical issues in that process. Strategies, some raised by constituents during the consultation process, are suggested for meeting them.

The planning process of this public policy impact study of the feasibility of a grade level reorganization has utilized a number of technical planning and policy assessment methods. Concurrently a dialogue has been held with almost one hundred community groups, educational professionals, and individuals. In the development of a strategy by which the Providence School Department can achieve quality, cost-effective education for the early adolescent student. Neither technical knowledge nor perceived needs alone can provide a realistic policy direction. This can result best from a collaboration of the educator, the planner, and the community. The Providence School System has the opportunity with the work of this feasibility study along with the concomitant work of the Providence School Department to revitalize the schools through this K-8 reorganization and to meet their goals of quality, cost-effective education for the children of Providence.

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Chapter I

INTRODUCTION

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- Focus on the Providence School System
- Historical Perspectives on School Organization
- A Significant Policy Issue: The Grade Level Organization of Schools
- Selected References

PART II

- Study Design: Goals and Objectives
- Policy Framework
- The Planning and Policy Process
- This Report

Chapter I

INTRODUCTION

PART I

Overview of Providence

Providence, the capital city of Rhode Island, is a northeastern city with a rapidly increasing low income population and an expanding population of minority group members. The median family income in 1970 was $8,430, the lowest in the six cities comprising the Standard Metropolitan Statistical Area. The city has experienced a large scale out-migration which the interim 1980 Census data indicates as a 12.7% population decrease from 1970. The student population in the elementary and secondary public schools totaled 28,000 in 1962 as compared with 17,432 students in 1979-1980 according to public school enrollment figures. This enrollment decline represents a loss of 38% of the student population. With these changes in the population, the racial composition of the city and schools has been altered. According to the 1970 Census, 8.9% of Providence's total population was Black, as was 20.4% of the school age population. The Black school age population in 1980 has increased to 5,394 or 22.2% of the total school age population. The number of other minority groups, as defined by the Providence School Department, has also increased city-wide and is currently reflected as 37.6% of the school age population. These minority groups include Hispanic/Spanish Surname (1,849), 7.6%; Portuguese (1,330), 5.5%; Asian/Pacific Islander (561), 2.3%; and American Indian (21), .09%.

Demographic changes such as these have been accompained by a dwindling tax base caused by chronic unemployment and underemployment, an increased number of abandoned and substandard dwellings, small business failures, large business disinvestment, and a continued out-migration of middle and high income families. There have been signs in the last few years that some of these negative trends have been slowing down, particularly in downtown Providence and in certain neighborhoods. There is a sense in Providence that the city is changing.

Focus on the Providence School System

It is in this setting that the objective of the Providence School Department is to deliver quality and economically effective educational services. The School Department is committed to improving the education of all students and is particularly concerned with the needs of minority students and neighborhood issues. The school plays a major role in the life of the community and conversely, the city influences the behavior of the schools. A mutuality of effort can positively impact an urban cycle of change and development.

Within the past few years, the Providence School Department has instituted changes which will alter the education provided to the city's students. Minimum competency standards have been developed for elementary levels, and career education and magnet programs have been established for secondary school levels. The city's desegregation plan has been amended. These have been significant improvements, but there are still several areas that need attention, both system-wide and particularly in the elementary grades--kindergarten to eighth grade.

Historical Perspectives on School Organization

In the late 19th and early 20th Century, Providence was characterized by small primary schools of six classrooms or less located unevenly throughout the city.

The year 1905 marked a change in school facility type; primary schools were larger (ten to twenty classrooms) and grammar schools for grades five through eight were considerably more spacious.

By 1923, Providence had 74 primary schools, 27 grammar schools, 3 high schools and 1 trade school. A survey was conducted by Geroge Strayer of Columbia University and a better distribution of school facilities within the city was recommended. Specific schools were suggested for closing, and the need for a grade level reorganization from the existing 4-4-4 structure (kindergarten to fourth grade, fifth grade to eighth grade, and ninth grade to twelfth grade) to a 6-3-3 organization (kindergarten to sixth grade, seventh grade to ninth grade, and tenth grade to twelfth grade) was highlighted. Throughout the country at this time was a movement toward the establishment of junior high schools.

As a consequence of these trends, during the period between the Strayer Survey and the Depression, Providence constructed four junior high schools, two senior high schools, and four elementary schools. Another survey, this time emphasizing fire safety, was conducted in 1940. Thirteen of the sixty-seven existing school buildings were recommended for closing.

A twenty-year moratorium on construction occurred, which included World War II, and in 1950 the City Plan Commission undertook a major school planning project. A fifteen-year plan was developed, and specific recommendations were offered for constructing fourteen elementary schools, converting one junior high school, closing fourteen elementary schools, and retaining and modernizing another twelve facilities.

By 1965, twenty of the schools recommended for closing by studies since 1923 still were in use by the Providence School System. A modernization program had been carried out, and twenty-seven of the older schools had been renovated to some degree. All but one junior high school at that time was already underutilized, however, overcrowding was apparent at a large number of other schools. The City Plan Commission, therefore, undertook additional planning activities. Their goals at this point were to correct the imbalance in utilization, to replace remaining obsolete facilities, and to modernize schools in the most appropriate locations of the city. The grade organization at this time was still K-6-3-3, although some discussions about middle schools were emerging.

The middle school system was put into place rather rapidly in the late 1960's. There was a sound position paper developed which focussed on educational and administrative issues in a reorganization. The junior high school facilities were transformed into middle school facilities, and the ninth grade was moved into the city's high schools. One significant problem with the reorganization appears, in retrospect, to be the lack of adequate preparation and training on the middle school approach.

In 1975, a study of school building needs in Providence was conducted by Rhode Island College. By that point, there were 42 publicly owned schools which were operating as either educational institutions or parts of institutions. The study assessed these sites in terms of size, condition, type of educational program offered, construction year, needs, and adaptability to selected types of educational programs. On the basis of these assessments, recommendations were made and organized according to middle school areas. The study proposed a reduction in school buildings over the next decade and looked at alternative ways to organize the grade level structure of the schools. The K-8 elementary school system was among the structures examined.

A Significant Policy Issue: The Grade Level Organization of Schools

One area of concern in Providence is grade level organization of schools. On May 30, 1978, the Superintendent of Schools appeared before the Providence School Committee and initiated a discussion about a reorganization of the school structure. The thinking at that time was that the middle school system, created in 1968, might not have worked quite as well as its initial designers intended.

Current information indicates that there are eleven different pre-high school configurations within the system: K-1, K-2, K-3, K-4, K-5, K-6, 2-4, 3-5, 4-5, 5-8, and 6-8. In total, there are thirty-two* different schools; eight are middle schools. Most were constructed between 1890 and 1930. The cost of operating individual schools differs substantially.

The question of grade level school organization appears to be significant from two perspectives: quality of education and cost-effectiveness. The relationship of school structure to school program and to the learning environment of the early adolescent is important. The diversity of structures in Providence implicitly suggests that there is little concensus about what the grade structure for quality schooling should be. When placement of students in pre-high school grades is arbitrarily determined, the relationship among student needs, learning and instruction, and organization structure is not given priority. Stated another way, a high-quality educational program should mandate a close fit between substance and structures, and such is currently not the case.

The operational cost of a thirty-two school system requires examination in light of budgetary constraints and energy shortages. A coherent educational program would not require such a range of physical plants for schools. Fiscal savings might accompany a grade level school reorganization.

Issues such as school buildings, cost efficiency, structural status, and location in the city are critical to the provision of quality and cost-effective education. A fundamental element in the determination of schooling needs is the level of schooling demand. It is this element that will be juxtaposed against the location and condition of existing buildings. These issues are assessed within an educational policy framework of the feasibility of a grade level reorganization rather than being viewed as isolated, unrelated problems. Closing schools, initiating renovations, revising curriculum, and other activities occurring without a coherent, agreed upon set of policy objectives and strategies will not result in the provision of quality, cost-effective education. An understanding of the interrelationship between the community and the schools, the role which the schools play in the life of the neighborhood, the influence of the community upon the school, and the impact of such an educational policy change upon the students is essential in any educational policy study process.

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*At the initiation of this study in the fall of 1978.

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Grade Level Organization and Early Adolescence

The University of Rhode Island's feasibility study on the grade level reorganization for the Providence School System was the result of concern that early adolescent students in Providence appeared to be experiencing problems within the middle schools. Boys and girls in grades 5-8 and, in some cases, grades 6-8 were exhibiting behaviors that were unacceptable to many educators and parents. For example, a study of the Providence schools in 1977-1978 shows:

- The percent of early leavers from the Providence schools was much higher than the state average.
- The middle schools had relatively high suspension rates, with Gilbert Stuart reporting 359 suspensions; Roger Williams reporting 236; Nathanael Greene reporting 148; and Oliver Hazard Perry reporting 138.
- There were high numbers of reported behavior cases, in ranking order, at Gilbert Stuart, Roger Williams, Oliver Hazard Perry, and Esek Hopkins.
- There were low attendance patterns in the middle schools, particularly at Roger Williams, Gilbert Stuart, and Samuel Bridgham.
- On achievement tests taken by early adolescents, those in grades 5.5 and 5.57 from elementary schools did generally better than those from middle schools.
- In the California Achievement Tests of grade 4 students in Providence, 40 percent of the students in elementary schools were reading at grade level or above. In all cases, grades 5-8 had a quarter of the students or less reading at grade level or above.
- The number of withdrawal of students from the Providence schools who enrolled in parochial schools immediately prior to the middle school transition was extremely high. In one feeder pattern alone, 57 students left the system at the end of 1977-1978.

National attention has begun to be centered on the problems of urban and rural school systems alike in meeting the needs of early adolescent youngsters. Moreover, this question was being raised in Providence by the Superintendent of Schools and in a series of articles in the Providence Journal. It was within this context that the University of Rhode Island Study Team was asked to examine: (1) social/psychological literature on early adolescence and (2) educational literature on grade level school organization. What became apparent at once was that study and research in these areas was limited. What findings were identified, however, were very interesting and have been discussed in Phase I: A Report on the Feasibility of a Grade Level Reorganization for the Providence School System, (April 24, 1979) and summarized in Phase II: The Interim Report, (January 24, 1980).

The definition of early adolescence differs among researchers, parents, and educators. For our purposes, it includes youngsters from grades 5-8. It is a developmental stage in which there is a tremendous physical, cognitive, and emotional growth. It is a phase of development second only to infancy in the velocity of growth that occurs.

During early adolescence, youngsters undergo a growth spurt and the onset of puberty. The developmental patterns vary among youngsters, and there is difference in developmental patterns and rates between males and females.

Common characters of early adolescence include:

- Experience in a sense of uniqueness and belonging, separation and commitment, future and past orientations
- Exploration and re-evaluation of values and ideas
- Beginning of ability to abstract, analyze, and generalize
- Stress on peer affiliation
- Increased recognition of political and ethical issues
- Experience of physical and sexual maturity
- Movement from dependence on adults to interdependence with adults, peers, and younger children
- Experimentation in wider circles of life, coupled with insecurity and audacity

The literature suggests means of translating these elements into curriculum and instruction approaches for Providence's early adolescent program:

- The early adolescent program should build upon a sense of community due to the students' emerging sense of self and others.
- The early adolescent program should include experiences with adults (other than teachers) and the community at large due to the students' beginning futuristic perspective. In the same light, there should be an emphasis on career awareness and exploration activities.
- The early adolescent program should incorporate units and approaches to encourage analytic thought which is developing at this period.
- The early adolescent program would include socialization/affective education which builds upon the development patterns of students.
- The early adolescent program should include units in various disciplines with emphasis on problem-solving and moral development.

- The early adolescent program should include a form of sex education in the health curriculum.
- The early adolescent program should include a supportive counseling component of professional or peer leaders.
- The early adolescent program should include small group home-bases due to the need for a sense of belonging.
- The early adolescent program should have some aspects of integration with primary grades due to the need to reconnect with the past, as students begin looking forward to the future.
- The early adolescent program should include options and alternatives due to the varied developmental patterns among students at this age.
- The early adolescent program should recognize the varying patterns of development among the students and should be sensitive to the problems of transition for this particular student population.

When attempting to identify the best grade structure for implementing a program oriented to the earlier adolescent, information was reviewed on intermediate schools (middle schools and junior high schools) and K-8 grade schools. This information is found in earlier reports. A brief summary of findings, however, is presented below. It should be emphasized that a limited amount of research is available, particularly in comparing the two types of grade level organizations which was the focus of this research.

- There do not appear to be major systematic differences between junior high schools and middle schools.
- Research on violence nationally in all grade structures reported risks are particularly high for youths aged 12-15; students from intermediate schools reported twice as many incidents as high school students.
- Research by the Federal Reserve Bank of Philadelphia focusing on K-8 schools demonstrated that students in intermediate grades grew in educational achievement if they attended schools which were parts of elementary schools.
- Recent research, funded by government agencies and private foundations, in urban systems examined the impact of K-8 and K-6 schools. Assessing five areas of social and psychological development, researchers found less anonymity by K-8 students; a lower degree of victimization; and a higher amount of extracurricular participation. Seventh graders in K-8 schools seemed to feel more positive about themselves than their counterparts in intermediate schools.

- Case studies of K-8 schools and their students showed less drug and alcoholism problems than in intermediate schools, as well as a smaller degree of truancy and behavior problems.
- One of the major problems cited by the literature was the difficulty of transitions for early adolescents, and the fact that intermediate schools required two changes for these students -- one from elementary to middle school and one from middle to secondary school.

The majority of these studies maintain that the theories which support the intermediate structure, be it middle school or junior high school, are valid. The very evident dissatisfaction with middle or junior high schools is attributed, in articles which are generally biased in favor of one or the other, to faculty or incomplete implementation of the separate intermediate school concept. "While the number of schools that claim to be middle schools may be many, it is not certain how many are 'true middle schools.'" (Gibson, 1978). Problems such as children growing up too quickly, increased violence and vandalism, and lack of academic motivation are attributed to half-hearted implementation of the intermediate school concept and not to possible intrinsic faults with this isolation of the adolescent group itself.

However, the literature also indicates that a K-8 grade organization can, by retaining students longer in an elementary and a more sheltered structure, mitigate some of the problems associated with emerging adolescence. Further work by Dale A. Blyth and Roberta G. Simmons of Boys Town and the University of Minnesota examines the effects of school structure on the socialization of the adolescent. A study entitled, "Entry into Early Adolescence, the Impact of School Structure, Puberty and Early Dating on Self-Esteem," concludes that the major change necessitated by the move from elementary to junior high school in a K-6, 7-9 grade structure can be disruptive to adolescent females. In particular, students moving from 6th to 7th grade were compared both in K-8 schools and in K-6/junior high schools. The study states, "In both K-8 and junior high school, seventh grade girls have lower self-esteem than do boys; however, only in junior high school is the difference large enough to reach statistical significance." (Simmons, Blyth, Van Cleave, Bush, 1979; Page 955).

Despite the lack of a documented theoretical base, the K-8 structure seems to be gaining in popularity among cities, towns, and school districts. Whether for educational, social, economic, administrative reasons or combinations of these, the consolidation of grades kindergarten through eighth into a single facility has gained credence.

In the Boston area, both the town of Brookline and the city of Cambridge public schools are organized K-8 and 9-12.

According to the Rhode Island Department of Education, currently there are nine towns or school districts that utilize a K-8 grade structure. They are: Cumberland, Jamestown, Lincoln, Little Compton, North Kingstown, North Providence, Tiverton, Exeter/West Greenwich, and Foster/Glocester. Thus, of the 39 cities and towns in Rhode Island, 11 have organized their school systems into a K-8, 9-12 grade structure. Although the school districts that do utilize the K-8 structure are the smaller, rural areas, the fact that nearly one-third of the political entities have implemented the K-8 grade organization indicates that this structure is growing in application and perceived as one which promotes quality, cost-effective education in much of Rhode Island.

In the earlier phase of the literature search, very little new work seems to have been found specifically comparing K-8 school structure to an elementary/intermediate structure, be it middle or junior high school. The emphasis seems to be on comparing the virtues or deficiencies of middle or junior high school solely, without looking beyond this intermediate structure for alternatives to the problems found therein.

However, in this literature search update, the URI Study Team found that a literature has begun to emerge which discusses the relationship between early adolescence and grade level organization. It generally supports the recommendation to proceed with a reorganization to a K-8 grade system.

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PART II

Study Design: Goals and Objectives

In the spring of 1979, the Providence School Department contracted with the University of Rhode Island Graduate Curriculum in Community Planning and Area Development for a feasibility impact study of grade level reorganization.

The goal of the study was twofold:

- To assess the impact of a policy change in the current grade level organization in the Providence School System.
- To provide information for policy decisions made by the Superintendent of Schools and the Providence School Committee on the reorganization of the K-8 grades for the provision of quality, desegregated, and cost-effective education.

Phase I Objectives

Phase I of the study was characterized by extensive data collection activities. In determining the feasibility of a reorganization, it was essential to identify and assess the situation as it currently existed. Specific objectives addressed during this phase were:

- To conduct a survye of the status of elementary and middle school organization, facilities, composition, and curriculum.
- To assess achievement and social-psychological development literature of early adolescent students.
- To assess the literature and case studies on the impact of grade level reorganization.
- To develop information for an initial investigation of the economic impact of a grade level reorganization.

On April 24, 1979, a presentation was made to the Providence School Committee in which significant information in each of these areas was summarized. The product of Phase I was a report on the feasibility of a grade level reorganization and a series of thirty-two individual school profiles. An abstract of Phase I data was circulated widely, and a detailed report was prepared for review by Committee members, School Department personnel, and others in the educational community. On the basis of the data and preliminary analysis included in these communications, a second study phase was designed and funded by the School Committee.

Phase II Objectives

Phase II was initiated in the late fall of 1979 and was completed on April 30, 1980. The goal of the feasibility study remained unchanged: To assess the impact of a policy change of grade level and to provide information for policy decisions. The specific objectives were revised in accordance with a directive of the Providence School Committee identified as:

- To develop an information system of the demographic characteristics of the K-8 school children age 5-14 years so as to form a basis for analysis of the location of facilities for schooling.
- To continue and complete the economic/fiscal analysis of the cost-center/baseline data to identify current costs and provide basic information with which to estimate cost and savings.
- To assess, revise, and continue the development of an information profile about each elementary and middle school in the Providence School System.
- To develop alternative policy scenarios for grade level reorganization on the basis of data and information during Phase I and Phase II and to identify issues and concerns of the educational community.

The focus of the study shifted, at the request of the Providence School Committee, from an assessment of the educational aspects of the learning environment to its physical and locational context.

The questions which framed this study became:

1. What are the needs of the client population (ages 5-14)?
2. How many potential students will there be in 1980, 1990, and 2000? Where will they live?
3. What is the structural and cost effectiveness status of the educational facilities?
4. What are the key issues and concerns about a K-8 grade level reorganization?

The products of Phase II are an Interim Report (January 24, 1980) and an Update: Status Report (April 30, 1980), supplemented by a series of thirty-two individual school profiles. The January report was organized into six substantive sections: policy framework and overview; the planning process; future population of K-8 students; economic anlaysis; issues and concerns; preliminary policy scenario analysis of Option I; and "next steps" for the completion of the feasibility study.

The Update: Status Report continued the scenario analyses and began to develop Policy Options II and III. It presented the recalibrated population projections with a computer graphic analysis of the distribution of school age children by age and race and continued the assessment of the fiscal/cost consequence of a K-8 grade level reorganization. It concluded with a workplan for Phase III.

Phase III Objectives

While the overall goal of the study continued to be an assessment of the impact of a policy change and provide information for decisions on the reorganization of the K-8 grades for the provision of quality, desegregated, and cost-effective education, certain policy objectives were clearly identified during the scenario analysis and consultation process:

- To reduce excess capacity.
- To desegregate the students.
- To develop a diverse responsive educational program.
- To focus on neighborhood/community unity and minimize bussing.
- To have a positive imput upon federally mandated programs.

The specific objectives which were met during this concluding phase were:

- To continue the demographic analysis of the 5-14 year school age children so as to form a basis for analysis of the location of facilities for schooling.
- To continue the cost impact analysis for projecting costs predicated upon the Providence School Department's model of the K-8 elementary school and the preliminary decisions emerging from Phase II.
- To continue the participation/identification and analysis of issues concerning a K-8 reorganization.
- To assess the Phase II policy recommendations in the light of the Community Decision Matrices and the Providence educational decision-making process.
- To assess, in conjunction with the Providence School Department, the physical elements of the schools preliminarily identified as potential K-8 schools.
- To assess the impact of the Phase II suggested decisions for a K-8 reorganization on desegregation, transportation, and the communities of Providence.
- To develop, in conjunction with the Providence School Department, an organization/management component to reflect the K-8 reorganization.

The questions which were raised at the initiation of Phase III were answered in increasing detail through an iterative planning process. This process raised six questions which provided the resolution of the feasibility study. They were:

1. What is the public policy issue?
2. What are the underlying and related issues?
3. What options would address these issues?
4. What criteria will enable us to choose among the options?
5. Do the options satisfy the criteria established?
6. Which of the options should be recommended?

The product of Phase III is a Final Report of which a working draft outlining Option IV was presented at the Providence School Committee meeting on June 23, 1980. This was followed by a workshop session with the School Committee on August 12, 1980 at which further information, including Option V, was discussed.

The Final Report, October 23, 1980, completes the analysis of the policy options through an application of the decision criteria by school and by community and the completion of the consultation process. It also assesses the consequences of a K-8 grade reorganization on school construction, renovation, and consolidation. The implementation of Option V is estimated with the minimal savings of the closings and an analysis of the cost of establishing a K-8 system. This cost estimate is based upon construction needs identified through a prototype K-8 school structure.

The last chapter defines the implementation strategies for a K-8 reorganization. A simulation model of student movement during the development of Policy Option V was structured for each year. Receiving schools are identified as those which will operate during the construction and renovation of the other schools. This chapter also presents significant transition issues such as certification of teachers, staff development, parent participation, and a proposed organization and management plan to support a K-8 grade level school system.

Policy Framework

There are ten policy assumptions which provide an analytic framework for the feasibility impact study. These assumptions were initially developed in Phase I of this study, in part, based upon discussions with the Providence School Department, and in part upon the education and planning literature. They were presented at the Providence School Committee meeting of April 24, 1979, and subsequently, have been utilized as the basis of the criteria for assessing the information gathered and for the development of the policy recommendations. The policy scenarios and the policy options reflect these assumptions. Since, in any set of assumptions there may be potential discrepancy, the Providence School Department and the community should weigh the impact of each against the other when final decisions are made. The policy assumptions are as follows:

1. Students should be able to walk to school.

2. Schools should be in areas that are equally accessible to minority and majority student populations. In all cases, schools should reflect an appropriate racial balance.

3. Schools should play a major role in the community and be a neighborhood school.

4. School buildings which comprise the reorganized system should be structurally sound and cost-effective to operate.

5. School buildings should be utilized to allow for a diversity in instructional approaches and programs. Buildings should have adequate facilities to support quality education and mandated special programs.
6. The optimal student population for quality education is between 500-600 children in each school with a capacity of 550 to 650 seats.
7. A commitment exists to close schools, renovate schools, and begin new school construction as deemed appropriate. New schools should be provided for communities with stable or increasing student populations.
8. City-wide uniformity in curriculum and administration should be achieved which allows for response to specific community needs.
9. These policy recommendations should allow for a phased-in approach and an orderly reduction of surplus capacity.
10. Decisions should be made as a collaborative effort among the Providence School Committee, administrators, teachers, parents, and the community.

Not all of these assumptions can be equally met. For example, the assumption that all students should be able to walk to school may be incompatible with the criteria for having a school with a student population large enough to economically support a diversity in approaches and programs. The largest number of students do not reside near the newer and structurally flexible facilities which measure best in cost-effectiveness. Moreover, federal and state mandates relating to desegregation and handicapped accessibility will override this assumption as it might similarly do to the concept of neighborhood schools. The minority children in Providence are located only in a few of the study communities as is reflected in the enrollment and student composition totals. Despite these situations, these assumptions can be implemented as a part of school policy once discussion weighing the pros and cons of each and the trade-offs involved in the implementation of each assumption have taken place.

Some of these assumptions, if agreed upon, will not conflict. For example, the commitment to assessing and improving the schools of early adolescents and the learning environment can be paired with improved curriculum and instruction. Most of these assumptions are quite complex. For example, there may be a school facility which is not cost-efficient, which does not have full range of instructional and support service rooms and equipment, and is located in a neighborhood which is not easily accessible to minority students. Yet, it is a neighborhood school, is both an anchor and a support to the community, and the quality of the educational process is judged to be quite high.

While these decisions are complex, they must be made for Providence stands at a crossroads. It must move forward to establish a coherent school organization which will provide both an optimal learning environment and cost-effective in operation and management. There is one very salient issue that must be emphasized concerning a reorganization. The issue is that the system's strong elements -- the programs that "are working," the interesting curriculum, the special programs -- will be built upon throughout the reorganization. Good efforts of individual schools will be replicated not disbanded. The goal is to continue the improvement of the quality of education for K-8 students in Providence, and reorganization will help to make this possible.

The Planning and Policy Process

The URI Study Team's planning and policy process was designed to accomplish the goals and objectives of each phase of the study. The approach is based upon the concept of the role of the school in the community; the support and influence each one has upon the other. It is an anchor for the community and provides stability. It is a symbol of local governance as well as neighboring, and it is, in fact, central to the growth and learning of children and thus, their families. Historically, the school has traditionally played these and other roles in the development of this country. It is the mechanism by which local, national, and social policy has been implemented -- whether that policy be a literate people for an industrializing republic or an integrated society for a democracy. Most importantly, the school and its staff provide the learning environment for the children.

Concurrent to this concept of the role of the school in the URI approach is the sense that education policy planning, to be useful, must be comprehensive in scope and focus on a multiplicity of issues and information, all within the context of the educational system's response to the needs of the students. This study initially focused on the relationship between the needs of the early adolescent student and the grade level organization -- what is the impact of a kindergarten to eighth grade structure on the schooling needs of the students? What is the optimal organization, and how best may it be implemented? In order to provide a policy response, a comprehensive review of the schools and the community was undertaken utilizing a number of planning and policy analysis methods, each method building upon the findings of the previous set of methods. These methods are discussed in the appropriate reports of the findings.[1] (Figure I-One). Each method is in response to the stated goals and objectives and, more specifically, each set of methods is in response to a series of questions which were raised at the outset of the study. (Figure I-Two).

Phase I

The questions raised in this phase were: What is the learning environment and what are the costs attached to it? What can be the relationship between grade level organization and quality of schooling? What is the status of the Providence School System in relation to the education of the early adolescent? What criteria could be developed by which to assess whether the educational goals and objectives for this group are being met? If the preliminary response to the previous questions indicated that the education could be improved by a fundamental

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[1] See Appendix A: Index of Study Components by Report
See Appendix B: Abstract of Phase I Findings; Abstract of Phase II Findings

FIGURE I-One

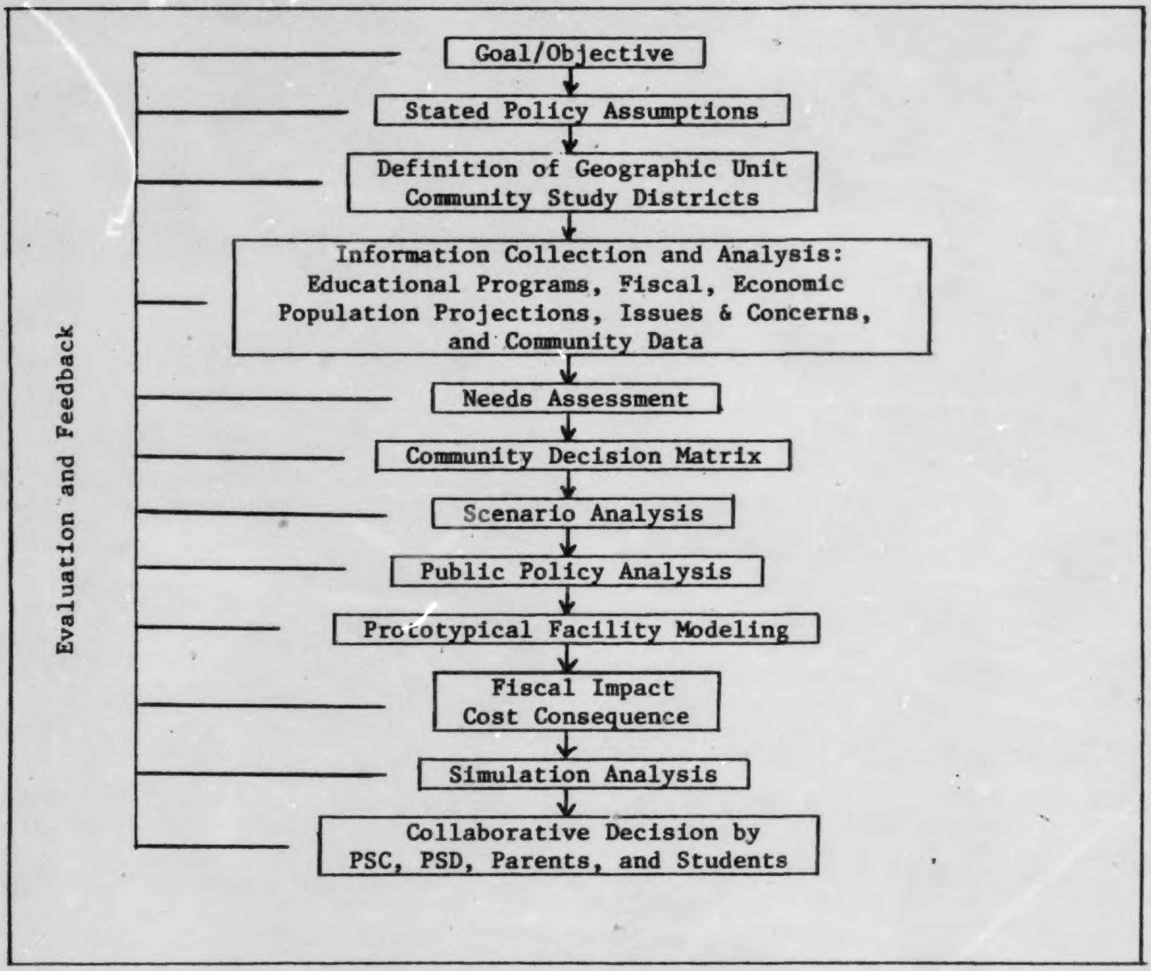
PLANNING AND POLICY ANALYSIS PROCESS
A TYPOLOGY OF METHODS

Method	Phase of Study		
	I	II	III
1. Secondary Data Collection and Format	x	--	--
2. Literature Search	x	--	x
3. Social Indicator Analysis	x	--	x
4. Economic Analysis/Individual School Budget	x	x	x
5. Population Projections/Cohort Survival	--	x	--
6. Issue Identification and Analysis: The Consultation Process	--	x	x
7. Fiscal Impact Consequences Assessment	--	x	x
8. Community Boundary Analysis	--	x	x
9. Needs Assessment	--	x	x
10. Community Decision Matrix	--	x	--
11. Scenario Analysis	--	x	x
12. Public Policy Analysis	--	x	x
13. Prototypical Facility Modeling	--	--	x
14. Simulation Analysis	--	--	x

Source: Final Report, Appendix A: Index of Study Components by Report.

FIGURE I-Two

PHASE III PLANNING AND POLICY PROCESS
COMPREHENSIVE PLANNING APPLIED TO EDUCATION SYSTEMS


Goal/Objective
Stated Policy Assumptions
Definition of Geographic Unit Community Study Districts
Information Collection and Analysis: Educational Programs, Fiscal, Economic Population Projections, Issues & Concerns, and Community Data
Needs Assessment
Community Decision Matrix
Scenario Analysis
Public Policy Analysis
Prototypical Facility Modeling
Fiscal Impact Cost Consequence
Simulation Analysis
Collaborative Decision by PSC, PSD, Parents, and Students
Evaluation and Feedback

Source: URI Study Team, June, 1980.

change in the grade level structure, what might be the appropriate organization, and what are some of the preliminary ways in which to examine the impact of such a change?

Phase I focused on the development of an information system which utilized four techniques:

A. Secondary Data Source Collection and Format
B. Social Indicator Analysis
C. Economic Analysis -- Cost Center Analysis
D. Literature Search

It resulted in identifying over one hundred variables which were organized as follows:

I. The Learning Environment

1. Educational programs: federal and state, local mandates, curriculum, school programs
2. Student behavior in a particular grade
3. Teachers and support services -- staffing
4. School facilities analysis -- location and characteristics
5. Administrative and management impact
6. Citizen participation mechnaisms

II. Economic Feasibility and Fiscal Analysis

1. Measurement of actual cost center budgets
2. Physical plant effectiveness measures
3. Fiscal characteristics
4. Staffing

III. Community Need

1. Demographic: student resident location, composition and enrollment change
2. Socio-economic and other neighborhood characteristics as related to educational programming and citizen participation
3. Other indicators of community need, such as transportation

Phase II

The findings of Phase I indicated that there is a significant relationship between the school grade structure and student need, learning, instruction and organization. The issue then became what is the best grade structure for administering and delivering quality, cost-effective, desegregated educational services to the early adolescent? Therefore, the second set of questions were:

- What are the needs of the client population between the ages of 5 to 14 years?

- How many potential students will there be between 1980 and the year 2000?

- Where will they live?

- What is the structural and cost-effectiveness status of the educational facilities?

- What are the key issues and concerns about a K-8 reorganization?

The methods used to respond to these questions were:

A. Demographic Analysis: The population projections were developed through a modified and recalibrated Cohort Survival technique which indicated the trends of increase or decrease of the school age population, ages 5 to 14 years, for 1980 to the year 2000.

B. Economic Cost Center Assessment: The identification of an economic cost by units of measurement which are directly attributible to the schools as a cost center and its relationship to the characteristics of the physical facility.

C. Issue Identification: The utilization of a constituency-based process which develops a dialogue with all groups concerned about educational change to exchange information, identify issues and concerns, and make suggestions for policy recommendations.

Phase III

The findings of Phase II responded to the questions raised and provided the basis for the policy impact questions:

- What is the impact of a grade level organization?

- Specifically, what is the level of schooling need for each community within the city?

- How can this need be met?

- How feasible are the alternative policy options which are suggested?

The methods utilized to answer these increasingly complex questions are in themselves intricate, technical tools which are built upon the basic techniques used in Phase I and Phase II. A generic overview of these methods could be characterized as a part of the comprehensive planning process applied to education systems planning. (Figure I-One). (The normative aspect has been discussed earlier in the concept of the role of the school in the community).

A. Community Boundary Analysis: The community boundaries represent a spatial assessment of the geographic limits of a neighborhood. This allows for an analysis of the "real" need for schooling in a community rather than a fragmented perception which arises when smaller units are involved.

B. Needs Assessment: This assessment of the community's need for schooling measures the demand need (the 5 to 14 year school age resident population) compared to the current supply of the service measured by the nominal capacity of the community. This determines the demand level as either an oversupply or an undersupply of seats. The raw data is then adjusted and a level of schooling need is projected for each community.

C. Community Decision Matrix Analysis: Needs assessment findings are placed in the larger context of decision elements and then weights are assigned so that each decision factor is given an appropriate proportion of the total decision matrix. The weights are assigned based upon the goals and objectives, the policy assumptions, the information systems, and previous findings.

D. Scenario Analysis: A method which integrates the information collected about each community study district as a means of identifying the issues and problems in the community. Utilizing the data collected and based upon the policy assumptions, scenario anlaysis develops policy options for meeting the stated goals. There is very often more than one option which can meet the needs of the community; scenario analysis attempts to define these alternatives and to assess the educational, demographic, facilities, fiscal, and social consequences.

E. Public Policy Issue Analysis: This is an iterative planning process which generically raises six questions about the public policy issue. It involves the technique of issue analysis, optimizing choice, and the setting of criteria to select policy options. It is complementary to scenario analysis and utilizes such tools as decision trees, flow charts and PERT.

F. Fiscal Impact Cost Consequences Assessment: This technique builds upon the cost-center analysis to examine the economic impact of the policy options. Estimates of the "actual" savings are based on available data, an inflation factor, and management savings.

G. Prototypical Facilities Modeling: This technique develops a prototype school based upon the goals of the study, the policy assumptions, and the curricula space requirements. The prototype is then applied to the identified schools in the policy option and a baseline set of construction needs are established.

H. Simulation Analysis: In contrast to modeling which simplifies reality, simulation attempts to evaluate the maximum number of factors in a complex situation in order to examine the option's feasibility. It assesses the impact of alternative policy options upon the community. It is based upon a set of specific operational assumptions and then tested in the current situation.

This Report

Chapter II of this report describes and assesses the five policy options developed by the Study Team for the consideration of the Superintendent and the School Committee. After a short introduction which discusses the specific techniques used, each option is reviewed and measured against the criteria developed from the goals and policy framework of the study. The options are analyzed on the basis of the demographic projections, the facilities' structural status, and the fiscal consequences of the option for the school system. Each succeeding option is developed to meet the problems not resolved in the previous option. The fiscal analysis focused on comparisons of economic consequences of the options as well as capacity analysis and both city-wide and neighborhood perspectives. In addition, a prototypical facilities analysis for the school system, as it would function under Option V, was developed.

Chapter III presents the findings of the consultation process: a constituency based issue identification dialogue. The URI Study Team met with almost 90 groups including members of city government, the School Committee, the Teachers' Union, parents' organizations, community groups, and middle school student councils. These groups identified common areas of concern and expressed potential solutions.

The groups also identified issues particular to their own concerns. In all instances, suggested solutions were raised by the participants. These issues and suggested solutions provided a nominative base for the establishment of the criteria for measuring the feasibility of each policy option.

Chapter IV goes beyond a traditional feasibility impact study and, at the request of the School Department, presents a series of strategies which would provide the framework of implementing Policy Option V which is the URI Study Team's recommendation to the Superintendent and the School Committee. It describes the context for implementation, particularly stressing the need for a phasing-in of the new grade organization and then identifies and discusses four key issues: certification, staff development, organization of a K-8 school, and a parent participation mechanism. The chapter then turns to the core of an implementation strategy: the simulation of carrying out the recommended option. This was analyzed for a projected three-year period, during which a collaborative task force should monitor the process and recommend "on course" changes. Lastly, the chapter presents specific transition activities to take place after the decision to reorganize to a K-8 system is made.

A series of appendices which follow document the recommendations and findings. They include an index of the study components by report; abstracts of the findings of each phase; technical appendix describing the population projection method and computer simulation distribution maps of the population projections and of the current school age population by race and ethnicity. The appendices also provide the consultation process interview guides and list of participants; the decision criteria applied to study communities and individual schools; and a summary of current Rhode Island certification methods and requirements. Documenting the implementation component of this study are a simulation by school of an implementation strategy under Policy Option V and a prototype facilities architectural assessment based upon the fiscal/physical requirement.

Chapter II

SCENARIO ANALYSIS: POLICY OPTIONS

- Overview
- Planning and Policy Process
- Public Policy Analysis
- Scenario Analyses
- Scenario Analysis: Policy Option I
- Scenario Analysis: Policy Option II
- Scenario Analysis: Policy Option III
- Scenario Analysis: Policy Option IV
- Policy Option IV: An Analysis
- Scenario Analysis: Policy Option V
- Policy Option V: An Analysis
- Economic Comparisons of Options IV and V
- Financing Construction
- Cost and Capacity: City-Wide and Neighborhood Perspectives
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- The K-8 School and Construction Needs
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Chapter II

SCENARIO ANALYSIS: POLICY OPTIONS

Overview

This chapter presents a series of scenario analyses for each community study district based upon the findings of the community needs assessment. Scenario analysis examines the community study districts for both the current and future schooling needs. The information describing the current and future situation was developed in both Phase I and II, as well as in the earlier Providence Neutral Site Planning Project Report, (1977). It includes basic data on current grade level organization; buildings/facilities; social indicators about the community; composition, size, and location of current, future school age population, 5 to 14 years, by residential location; school utilization; and structural data about each facility. Three education planning methods were applied in organizing the information and developing the policy options for the fourteen study communities.[*] The methodologies included needs assessment, community decision matrix, and scenario analyses. The scenario analyses produced the recommendations for 1980-1981 and decisions to be made prior to 1985-1990. It also showed the identification of selected potential consequences of educational, fiscal, and community decisions.

The chapter begins with a brief excerpt from the Update: Status Report (April 30, 1980) which describes the applied planning methods: needs assessments and community decision matrices and scenario analyses. It then continues with a statement of the public policy analysis process. Each policy option is presented and assessed according to the criteria established in the study. A recommendation is made for Policy Option V; then an intensive fiscal/cost examination of the components of a K-8 system is given. This analysis includes the cost of a prototypical K-8 school, as well as an estimate of the cost of moving to the Policy Option V recommended K-8 system.

Planning and Policy Process

Needs Assessment[#]

The core of any decisions concerning the allocation of resources is an assessment of the needs of the client population. In this particualar study, the population is the elementary K-8 school age group, ages 5-14. The first set of questions raised about this population was: how many potential students will there be and where will they live? These questions were answered in a preliminary way by the population projections described in the Interim Report census tract, neighborhood, and community for 1980 to the year 2000.[1]

The second set of questions are related to the educational facilities: the structural aspects and the cost-efficiency factors. These questions were analyzed in Phase I and revised in the School Profiles. The third set of questions concerned the learning environment for this school age population, specifically for early adolescents; these were discussed in Phase I and raised again in this Phase through the issue identification reviewed in the Interim Report. All the responses to these sets of questions are reflected in the scenario analysis policy options.#

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[1] See TABLE II-One Maps II-One and Two[+]

[#] Bracketed pages are direct excerpts from Update: Status Report, April, 1980

[+] Note: Refer to Interim Report, January, 1980

[*] The Valley community has become part of the Mt. Pleasant community reducing the number of study districts from fourteen to thirteen.

The needs assessment determined baseline data for 1979-1980 and identified projections for 1985, 1990, 1995, and the year 2000. The current nominal capacity for all the schools in the community was added, as were the October 1979 K-8 enrollment. The enrollment was then subtracted from the capacity. What remained was the community level of schooling need by the number of excess seats or a demand for seats. For the forecast years, the number of children age 5-14 years was taken from the revised population projections.

In each forecast needs assessment, two assumptions were applied: (1) that all children ages 5-14 in the community will go to the public schools, and (2) that the same percentage of children ages 5-14 will go to the public schools as is found in the 1979-1980 Providence School Census. Once the community level of need was established for each five year period, the communities were ranked by the order of need by level of demand not met by supply under assumption #1. The ranking was developed from the highest to the lowest community (see Tables VII-One to VII-Four).[+]

FIGURE II-One+

COMMUNITY NEEDS ASSESSMENT

Nominal Capacity of Schools	-	5-14 Year School Age Resident Population	=	Either (+) Oversupply or (-) Undersupply of Seats
(Capacity)	-	(Service Population)	=	(Demand Level)

Table I-One[++] summarizes the findings of the individual community needs assessment.

Findings

On the basis of these methodologies for assessment, findings were generated (see Appendix F).[++] Table VII-Five[++] indicates that for the current school year 1979-1980, there is an oversupply of seats in thirteen of the fourteen communities analyzed. The only community in need of seats is South Providence's elementary grades.* The situation is quite different, however, when 1985 is reviewed.

* It must be noted that the analysis was conducted on seats in a given community; the desegregation plan was not taken into consideration.

+Note: Refer to Interim Report, January, 1980
++Note: Refer to Update: Status Report, April, 1980
#Bracketed pages are direct excerpts from Update: Status Report, April, 1980

For this application of the needs assessment technique, the capacity of schools, which[#] would be closed[+] as classified by structural criteria as described earlier (see Table V-Nine), was subtracted from the 1979-1980 nominal capacity. This includes some schools constructed pre-1900 with significant cost inefficiencies and often located in communities with the least school age population. Utilizing this new capacity figure, the West End community becomes first in a ranking of community need by seats and continues to be first to the year 2000. South Providence is second, then the East Side, Valley, Washington Park, Fox Point, and Reservoir. However, only in the highest ranking communities, the West End and South Providence, are there very high levels of demand for seats. This relates the policy assumptions that schools should be located in each community when possible and to a structural criteria that the schools be of sound environmental quality. Washington Park is the only community where the school population will increase while keeping[++] the only elementary school in the community open (see Tables I-One and I-Two).

After identifying the West End and South Providence as in greatest need, Community Study District II, Elmwood, was included in the list of high demand since surrogate indicator information suggests that the population projection model may be showing too low a figure. For all other communities, an assessment shows a level of demand which at its highest is smaller than one school building (at 500-600 capacity) and at its lowest, indicates an oversupply of about one school building capacity. Most of these communities' school facilities problems can be resolved either by remodeling, adding, or closing facilities in the communities. Other innovative ways of solving the problem may be through magnet elementary schools, language magnet schools, special education, or gifted children programs.

Yet, the rank order of community level of oversupply, undersupply, or the demand level do not take into account any consolidations, grade extensions, magnet models, or reorganization recommended for 1985. They are only a part, albeit a substantial one, of the total set of factors which have to be reviewed in order to decide on the educational future of each community.

Community Decision Matrix

Policy options concerning the future of the schools cannot be decided solely on the basis of raw needs assessment. These estimates of the level of need of schooling for the community is then placed in a larger context of decision elements, issues, and trends. Six major categories of decision-factors were organized. Within each category, a total of 30 decision determinants were identified; of these, 29 were quantified. Weights were assigned to the major categories along a scale of 100% so that each decision-factor category was given an approximate proportion of the total decision matrix. Again, the judgement of weights were predicated upon the decision assumptions agreed to prior to the study as outlined in Figure II-Two.[+]

+Note: Refer to Interim Report, January, 1980
++Note: Refer to Update: Status Report, April, 1980
#Bracketed pages are direct excerpts from Update: Status Report, April, 1980

FIGURE II-Two+

DECISION-FACTOR CATEGORIES	
CATEGORY	100% DECISION SCALE
I. School Population	30%
II. Facilities	25%
III. Cost/Fiscal	20%
IV. Community Characteristics	10%
V. Capacity	10%
VI. Enrollment	5%

The 29 quantified determinants and the 30th determinant, the role of the schools# in the community which was developed from interviews, discussions, and observations during the consultation process, are reviewed in the Interim Report. The community decision matrix assessment indicated a preliminary index of need which will be reassessed on the basis of the further refinement of the data and through a continuation of the consultation process.

The key elements within the decision-factor categories include the school age population growth trend 1980-1990, the age and structural class of the facilities, the per pupil cost, the per pupil fuel oil cost, the fuel cost per square foot, and social indicators such as the number of AFDC cases and the percent of owner-occupancy. Included in the matrix also are the components of needs assessment - capacity and enrollment. The former category continues the rank order of need and the latter, the enrollment trends.

Only minimal identification is made of the minority and ethnic components of the population. This will be a focus of the concluding phase of the study and will be integrated in the matrix analyses. It will provide the basis of the desegregation impact study and the Title I impact study.

These determinants will be assigned a ten scale weight in accordance with their significance and multiplied by the percent of the decision-category 100 scale weight. Once this index is compiled, the information about the role of the school in the community which was collected through the consultation process will be factored in prior to its inclusion in the scenario analysis. The policy recommendations which emerge are thereafter subject to the political realities of the educational decision process.

Scenario Analysis: Policy Options

Each of the community study districts was examined for both the current situation and future schooling needs. What follows is a form of scenario analysis. Given the information discussed in the Interim Report, this Update, and policy assumptions, possible recommendations as well as issues to be resolved for each of the fourteen communities are stated. In making these recommendations, scenario analysis attempts to take into account the potential consequences of these

+Note: Refer to Interim Report, January, 1980

#Bracketed pages are direct excerpts from Update: Status Report, April, 1980

educational, fiscal, and community decision. Very often more than one option is # available for meeting the community schooling need, and if so, it is outlined below.*

The products of the scenario analysis, Option I, are twofold: a set of preliminary recommendations for 1980-81 and, in some instances, 1981-82; and a set of decisions to be made prior to 1985-1990 in order to meet the stated objective of a K-8 grade level reorganization and the goal of quality, integrated, and cost-effective education for Providence.

The factors which were included in each community scenario analysis range from complex social indicators describing the community to specific construction data of the facilities in the community (see Table VII-Seven).+ The twenty factors each often reflect several variables which have been subsumed under a larger heading. The factors are:

- Community Name
- Neighborhood
- School
- Social Indicators:
    - Ranking of Number of AFDC Cases; December, 1977
    - Ranking of Percent of Pre-1040 Housing Units, 1970
    - Ranking of Percent of Housing Owner-Occupied, 1970
    - Ranking of Percent of Housing Units Needing Substantial Rehabilitation, 1975
- Community Ranking of Percent of Children Attending Public Schools, 1980
- Community Ranking of Percent of Children Attending Parochial Schools, 1980
- Community Ranking of Percent of Children Attending Private Schools, 1980
- Current Over or Undersupply of Seats by Community, 1980
- Community Ranking of Demand Level for Seats, 1980
- Percent of Increase or Decrease in School Age (5-14 Years) Population
- Population Trend by Community Study District
- Current Space Utilization by School
- School Construction Date
- Initial Minimum Annual Cost Savings by School
- Efficiency Rating by School
- School Ranking in Fuel Cost Per Square Foot
- School Ranking in Per Pupil Cost

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* The estimated cost savings stated in these analyses are the minimum annual cost savings for each school and consists of: salaries of principal and custodians and the benefits associated with each; fuel oil; light and telephone. Yet to be included in a "bottom line" are: instructional salary, if any; transportation; maintenance and repair; itinerant teachers; and the recovery value of the buildings.

+Note: Refer to Interim Report, January, 1980

#Bracketed pages are direct excerpts from Update: Status Report, April, 1980

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TABLE II-One

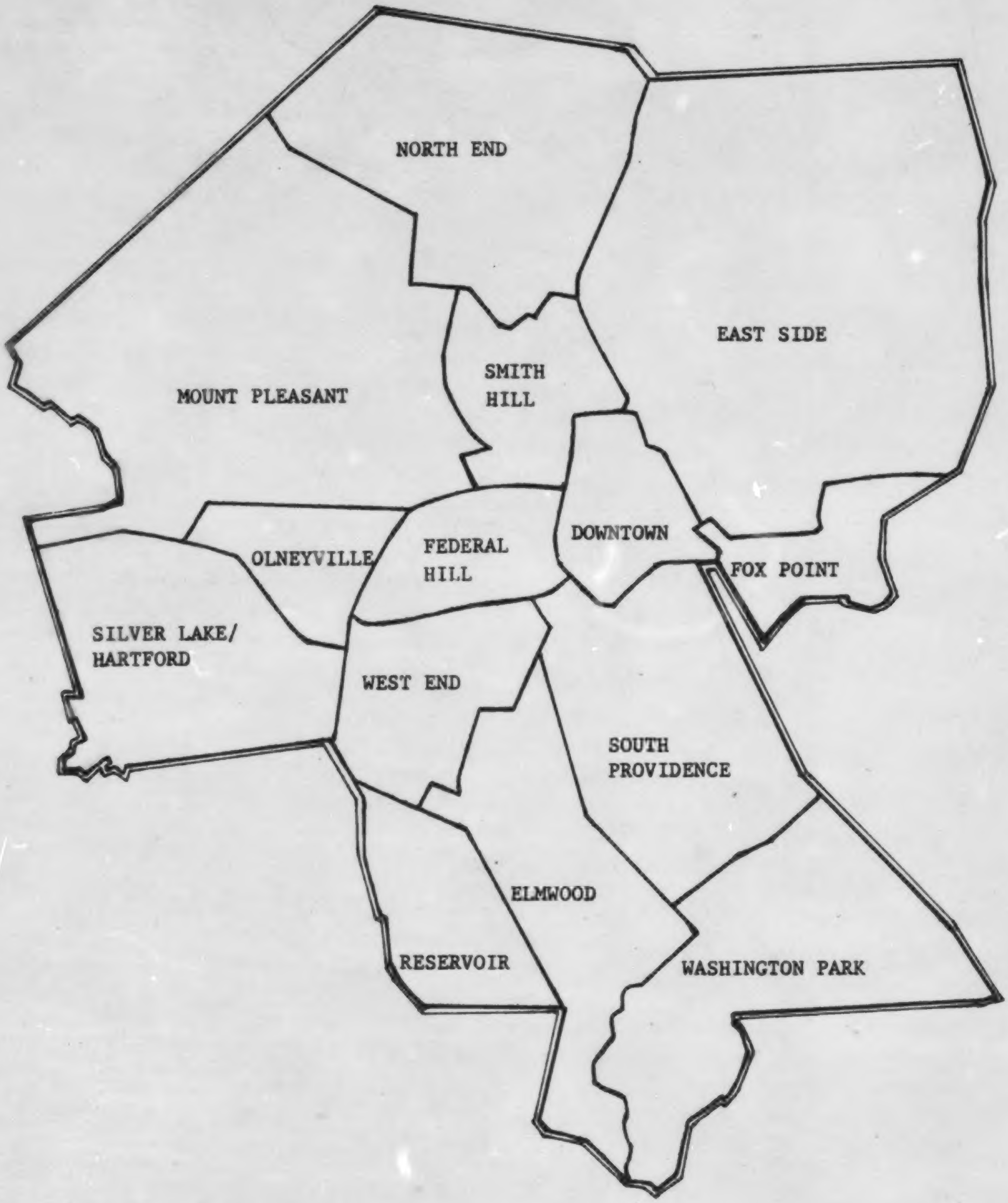
PROVIDENCE BY COMMUNITY STUDY DISTRICT, NEIGHBORHOOD, AND CENSUS TRACT WITH SCHOOLS

Community Study District	Neighborhood	Census Tract	School
I East Side	Mt. Hope	30,31,32	King
	Blackstone	34	Howland, Bishop
	Hope	33	
	College Hill	36	
	Wayland	35	
II Elmwood	Elmwood		Stuart
	South Elmwood	2,3	Lexington Sackett
III Federal Hill	Federal Hill	9,10,11	Lauro, Bridgham
IV Fox Point	Fox Point	37	Fox Point
V Mt. Pleasant	Mt. Pleasant	21	Academy West Greene
	Elmhurst	23,24	Kennedy
	Manton	20	
	Valley	22	Crowley
VI North End	Wanskuck	27,28	Veazie Street
	Charles	29	Windmill Street Esek Hopkins
VII Olneyville	Olneyville	19	D'Abate
VIII Reservoir	Reservoir	15	Reservoir Avenue
IX Silver Lake/Hartford	Silver Lake	16,17	Ralph Street Webster Avenue
	Hartford	18	Perry Laurel Hill Avenue
X Smith Hill	Smith Hill	25,26	Camden Avenue
XI South Providence	Upper S. Providence	4,7	Roger Williams
	Lower S. Providence	5,6	
XII Washington Park	Washington Park	1	Broad Street
XIII West End	West End	12,13,14	Althea Street Asa Messer Willow Street Vineyard

Source: Project Study Team, 1980 as modified from the P.U.D. and the Mayor's Office of Community Development

MAP II-One

PROVIDENCE BY COMMUNITY STUDY DISTRICTS


NORTH END
EAST SIDE
SMITH HILL
MOUNT PLEASANT
DOWNTOWN
FEDERAL HILL
OLNEYVILLE
FOX POINT
SILVER LAKE/ HARTFORD
WEST END
SOUTH PROVIDENCE
ELMWOOD
RESERVOIR
WASHINGTON PARK

Source: URI Study Team, January, 1980

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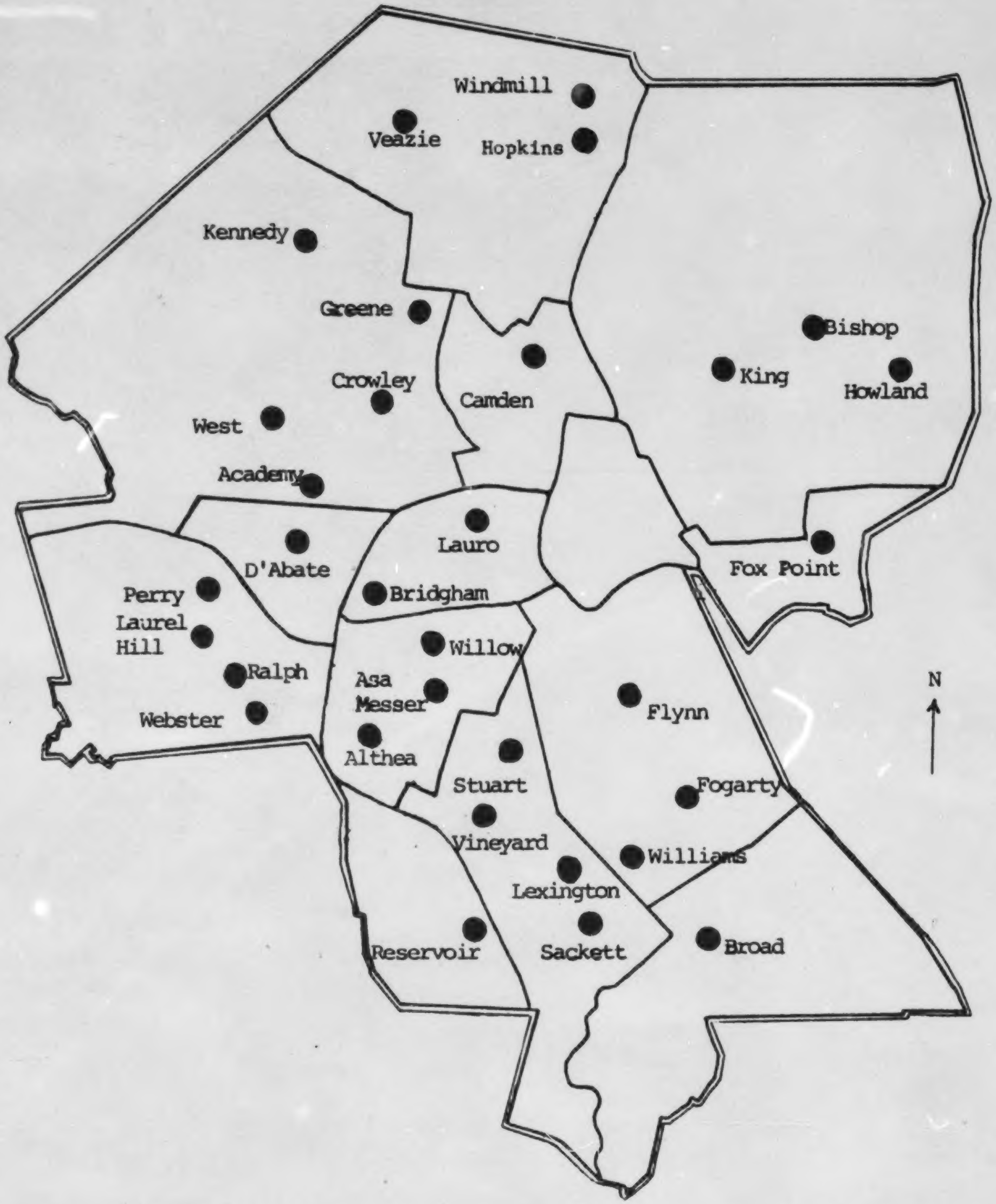
MAP II-Two

PROVIDENCE BY COMMUNITY WITH MIDDLE AND ELEMENTARY SCHOOLS

1979-1980


Windmill
Veazie
Hopkins
Kennedy
Greene
Bishop
Camden
King
Howland
Crowley
West
Academy
Lauro
D'Abate
Fox Point
Perry
Bridgham
Laurel Hill
Willow
Ralph
Asa Messer
N
Webster
Flynn
Althea
Stuart
Fogarty
Vineyard
Williams
Lexington
Reservoir
Sackett
Broad

Source: URI Study Team, January, 1980

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Public Policy Analysis

The approach taken in this public policy feasibility study has been to utilize a number of different planning techniques including needs assessment and scenario analysis,which incorporates a community decision matrix. These have been described earlier. The key to this process is its iterative nature; that is, once the criteria for the decisions are established, the process is repeated and each criterion or decision factor is further refined in depth. At some point in the process, some decision factors are given more weight than others and at other times not. Structuring this process and the weight given to the factors are the goals and objectives of the study and the stated policy assumptions. (Chapter I).

The six questions raised in a policy analysis are:

1. What is the public policy issue?
2. What are the underlying and related issues?
3. What options would address these issues?
4. What criteria will enable us to choose among the options?
5. Do the options satisfy the criteria established?
6. Which of the options should be recommended?

Criteria are initially set by a combination of experience, knowledge, and attitudes as well as by review of the literature. Usually four broad criteria are offered: (1) how effective the option will be in resolving the issues and solving the problems; (2) how much the option will cost; (3) how long it will take to bring results; and (4) how likely it is that the chosen option can be implemented.

The six steps outlined in the questions above is a general schema[1] for the logical sequence of analysis. The most important element in these steps is that they are applied in cycles of analysis. The first step is usually a run-through of the process with secondary source information, than an attempt is made to identify the key dimensions of the central issue, the major underlying and related issues, and then to sketch a manageable set of alternatives. A first list of criteria is drawn up and a preliminary matrix of alternatives and criteria is developed and initially assessed. This took place in Phase I of this study. The first assessment yields a set of linked policy criteria. It also indicates where the key data gaps are and is the basis for a research design or work program. Then, a second run-through is initiated involving a more in-depth data gathering altering of relatively accessible information analysis and results in a refined set of criteria. This analysis process is continued in cyclical form until the policy options reach a tentative recommendation.

The decision criteria developed and utilized in this study are stated in Figure II-Two. It responds to the questions raised in this feasibility study and policy impact analysis (Tables II-Two(a) and II-Two(b). By and large, these indicators have been quantified as a way to measure their impact on the policy process.

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[1] Jack Ukeles, "Public Policy Schema," unpublished working paper, undated. New School for Social Research.

FIGURE II-One

PUBLIC POLICY ISSUE ANALYSIS

1. What is the public policy issue? How to achieve quality, cost-effective education which responds to federal and state law?

2. What are the underlying issues? Grade level organization, facilities status? Community needs, size and distribution of population?

3. What options would address these issues? Policy Options I-V.

4. What criteria will enable us to choose among options?

   By Community - Demography
   Social indicators of community
   Structural condition of facilities
   Location of facilities in terms of distribution of service population

   By Facility - Capacity
   Structural status
   Cost effectiveness

   By Learning Environment - K-8 curriculum development
   Grade level organization
   Early Adolescence

5. Do the options satisfy the criteria established? See analysis which follows.

6. Which of the options should be recommended?

   Policy Option V meets the criteria thus established in this feasibility study -- demographic analysis, fiscal impact, facilities status, and location.

TABLE II- Two (a)
DECISION CRITERIA FOR POLICY OPTIONS BY SCHOOL

Community Study District	School	Grades	Enroll-ment	1979-80 Capacity	Load	Total Pupil Per Cost		Construc-tion Dates	Struc-tural Class	No. of Regular Classrms	Fuel Cost Per Sq.Ft.		Fuel Cost Per Pupil		Effic-iency Rating	Effic-iency Codes
						$	Rank*				¢	Rank	$	Rank		
I East Side	King	K-3	449	650	69%	1549	9	1967	III	23	.29	28	38	28	28.0	E
	Howland	4-5	238	324	73%	1392	14	1916	I	14	.29	28	51	21	24.5	G
	Bishop	6-8	584	800	73%	2095	5	1926	II	37	.34	22	74	11	16.5	F
II Elmwood	Lexington Ave.	K-4	326	349	93%	1366	15	1905	I	13	.58	4	58	16	10.0	P
	Sackett St.	K-5	354	505	70%	1212	21	1922	II	16	.37	15	41	27	21.0	G
	Stuart	5-8	745	975	76%	1918	6	1930	II	36	.37	15	75	10	12.5	F
III Federal Hill	Lauro	K-4	316	671	47%	1891	1	1924	II	27+	.34	22	122	2	12.0	F
	Bridgham	5-8	660	700	94%	1675	8	1977	III	30	.38	13	49	23	19.0	G
IV Fox Point	Fox Point	K-5	385	517	74%	1614	6	1954	III	18	.45	8	67	15	11.5	F
V Mt. Pleasant	Kennedy	K-6	496	586	85%	1366	15	1921	II	21	.38	13	37	29	21.0	G
	Academy Ave.	K-5	263	320	82%	1418	13	1889	I	11	.33	24	44	26	25.0	E
	West	5-8	633	800	79%	2134	4	1916	I	28	.36	17	54	18	17.5	F
	Greene	5-8	537	850	63%	2392	2	1930	II	40	.31	27	78	8	17.5	F
	Crowley	K-5	236	293	81%	1325	17	1889	I	9	.44	9	46	24	15.5	F
VI North End	Veazie St.	K-5	270	694	39%	1834	4	1909	I	23	.46	7	149	1	4.0	P
	Windmill St.	K-5	227	710	32%	1828	5	1932	II	30	.36	17	121	3	10.0	P
	Hopkins	6-8	350	700	50%	2502	1	1916	I	21	.35	19	76	9	14.0	F
VII Olneyville	D'Abate	K-4	374	500	75%	1890	2	1959	III	16	.97	1	98	4	2.5	P
VIII Reservoir	Reservoir Ave.	K-5	152	212	72%	1437	12	1926	II	7	.69	2	68	13	7.5	P
IX Silver Lake/ Hartford	Ralph Street	K-1	193	235	82%	1186	23	1901	I	8	.48	6	46	24	14.5	F
	Webster Ave.	K-5	246	370	66%	1201	22	1900	I	15	.39	12	53	19	15.5	F
	Laurel Hill Ave.	2-4	275	432	64%	1586	8	1916	I	18	.29	28	53	19	23.5	G
	Perry	5-8	578	870	66%	2207	3	1930	II	38	.33	24	86	5	14.5	F
X Smith Hill	Camden Ave.	K-4	394	806	49%	1516	10	1962	III	30	.29	28	50	22	25.0	E
XI South Providence	Flynn	K-5	475	500	95%	1842	3	1958	III	28	.41	11	58	16	13.5	F
	Fogarty	K-4	358	625	57%	1484	11	1962	III	22	.27	32	32	31	31.5	E
	Williams	5-8	695	835	83%	1882	7	1932	II	37	.35	19	68	13	16.0	F
XII Washington Park	Broad St.	K-5	594	613	97%	1242	20	1897	I	22	.33	24	37	29	26.5	E
XIII West End	Althea St.	K-2	154	262	59%	1282	18	1898	I	7	.66	3	86	5	4.0	P
	Asa Messer	3-4	154	297	52%	1605	7	1891	I	12#	.35	19	83	7	13.0	F
	Willow St.	K-3	209	210	99%	1042	24	1874	I	7	.44	9	30	32	20.5	G
	Vineyard St.	K-4	321	455	71%	1277	19	1883	I	20	.50	5	70	12	8.5	P
	TOTAL:		12,241	17,666		52190				684						

*Middle schools are ranked separately.

+One wing only.

#Excluding six classrooms currently under construction.

TABLE II- Two (b)
DECISION CRITERIA FOR POLICY OPTIONS BY COMMUNITY

		5-14 Public School Attendance							5-17 Minority Resident Population						
COMMUNITY STUDY DISTRICT	SCHOOL	Actual 1980	Rank of Actual 1980	Proj. 1990	Rank of Proj. 1990	Proj. 2000	Rank of Proj. 2000	1980 Total 5-17 Resident Population	1980 total	1980 Percent	1980 Percent Ranking	1990 Projection	1990 Proj. Ranking	2000 Projection	2000 Proj. Ranking
I East Side	King Howland Bishop	1,463	5	1,575	4	1,400	5	3,368	1,120	33.2%	6	997	4	761	4
II Elmwood	Lexington Ave. Sackett St. Stuart	1,748	1	1,600	3	1,500	3	2,853	1,971	69.1%	2	1,520	2	1,381	2
III Federal Hill	Lauro Bridgham	552	10	650	9	600	9	1,073	95	8.9%	13	89	11	78	11
IV Fox Point	Fox Point	406	12	475	10	475	11	581	343	59.0%	3	352	7	346	8
V Mt. Pleasant	Kennedy Academy Ave. West Greene Crowley	1,668	2	1,850	1	1,675	1	3,784	318	8.4%	12	284	10	367	7
VI North End	Veazie St. Windmill St. Hopkins	1,036	7	1,125	7	1,150	7	2,114	470	22.2%	8	456	6	464	6
VII Olneyville	D'Abate	430	11	450	11	400	12	724	91	12.5%	10	83	12	75	12
VIII Reservoir	Reservoir Ave.	157	13	200	12	175	13	425	43	10.1%	11	47	13	41	13
IX Silver Lake/ Hartford	Ralph Street Webster Ave. Laurel Hill Ave. Perry	1,294	6	1,375	6	1,275	6	2,236	350	15.7%	9	344	8	325	9
X Smith Hill	Camden Ave.	589	9	700	8	500	10	954	279	29.2%	7	298	9	211	10
XI South Providence	Flynn Fogarty Williams	1,483	4	1,775	2	1,625	2	2,242	1,926	85.9%	1	1,903	1	1,726	1
XII Washington Park	Broad St.	997	8	1,125	7	900	8	1,621	819	50.5%	5	773	5	624	5
XIII West End	Althea St. Asa Messer Willow St. Vineyard St.*	1,590	3	1,550	5	1,450	4	2,346	1,321	56.3%	4	1,070	3	993	3
	TOTAL:	13,413		14,450		13,125		24,321	9,146	37.6%		8,216		7,392	

Sources: See Page 38

FIGURE II-Two
DECISION CRITERIA

I. BY COMMUNITY

A. School Age Population/Demography

1. Resident Population Trend (5-14) by Number, Percent, and Rank by Community

    1979-1980 Providence School Department
    1980 Projections
    1990 Projections
    2000 Projections

2. 1979-1980 Total Resident School Age Population (5-14) and (5-17)

    Current Percent Public School Students
    Current Percent Parochial School Students
    Current Percent Private School Students
    Current Percent Out-of-School Students

3. 1979-1980 Minority Resident Population (5-17)

    Total Minority (5-17) Resident Population
    Percent Minority (5-17) Resident Population
    Ranked by Community
    Total and Percent by Six Categories

B. Social Indicators

Number of AFDC Cases (Ranked)
Percent of Housing Units Needing Substantial Rehabilitation (Ranked)
Percent of Home Owner-Occupied (Ranked)

II. BY FACILITY

A. Structural Condition

Year of Construction
Structural Classification
Number of Regular Classrooms
Number of Ancillary Facilities
Number of Special Purpose Classrooms

B. Capacity

1979-1980 Number of Seats
1979-1980 Enrollment
Grade Organization
Load

C. Cost Effectiveness

Per Pupil Cost
Fuel Oil Cost Per Square Foot
Fuel Oil Cost Per Pupil

III. BY LEARNING ENVIRONMENT*

A. Early Adolescence and Grade Level Organization

Achievement Indicators
Behavioral Indicators

B. K-8 Curriculum Development

*This set of criteria has been quantified.

FIGURE II-Three

Sources for Tables II-Two (a) and II-Two (b): DECISION CRITERIA FOR POLICY OPTIONS BY SCHOOL AND BY COMMUNITY

Decision Criteria	Source
1. Grades, Enrollment, 1979-1980 Capacity, Construction Date	1. Individual School Profiles, Spring 1979 (October 1, 1979 Update)
2. Load, Structural Class, Efficiency Rating, Efficiency Code	2. URI Study Team (See Glossary of Terms)
3. Total Per Pupil Cost, Fuel Cost Per Square Foot, Fuel Cost Per Pupil	3. Providence School Department 1979-1980 School Budgets as adjusted by URI Study Team
4. Ranking of Costs	4. URI Study Team 1 = highest or most expensive
5. Number of Regular Classrooms	5. Survey of Providence School Department Principals, April, 1980.
6. Actual 1980 5-14 Public School Attendance	6. Providence School Department Census Tract Summary Report, January,1980.
7. Projected 1990, 2000 5-14 Public School Attendance	7. $\boxed{\text{1990 or 2000 5-14 Population Projection}} \times \boxed{\text{Percent 5-14 Residents Attending Public School in 1980}}$ URI Study Team Prov.School Dept. Census Tract Summary Report, January 1980
8. Ranking of communities by Public School attendance	8. URI Study Team 1 = highest
9. 1980 Total 5-17 Resident Population	9. Providence School Department Student Census File, February, 1980
10. 1980 Percent of Minority Residents in Total 5-17 Resident Population	10. Providence School Department Student Census File, February, 1980
11. Ranking of Communities by Percent of Minority Residents in Total 5-17 Population	11. URI Study Team 1 = highest
12. 1990, 2000 5-17 Minority Resident Population Projections	12. Providence School Department Student Census File, February,1980

Scenario Analysis

The scenario analyses which follow are a way of examining the policy recommendations for each school in Providence. Each policy option is reviewed for one of five types of recommendations for thirty-two facilities. They are: "closed," "neighborhood K-8," "neighborhood K-8 with a language center," "model magnet K-8," or "replacement school."

The schools identified as "closed" will be phased out after appropriate community discussion, staff development for teachers and administrators, and student preparation.

The schools identified as "neighborhood K-8" will participate in a phased-in grade extension process. Only one grade would be extended each school year. This would mean that the school's students in its highest grade would remain in that school, rather than move to another, until the completion of the eighth grade. This grade extension process would not mean bringing students already in middle schools back to a neighborhood K-8. These recommended neighborhood K-8 schools will house a local, residential, racially balanced student population insofar as feasible. With renovations and/or additions, the enrollment of each will be approximately 600 students with additional space which will be available for program electives and curriculum innovation.*

The schools identified as "neighborhood K-8 with a language center" will be similar to the neighborhood K-8 described above. Additionally, if a student is identified by the School Department as having an English language deficiency, he/she would attend a school with a bilingual program in the student's first language or an English as a Second Language (ESL) program. It is recommended that the neighborhood K-8 with a language center adopt the program model of the Fox Point Elementary School or the Mary E. Fogarty Elementary School.

The schools identified as "model magnet K-8" will have renovated physical facilities similar to those of the neighborhood K-8 schools. The student enrollment will draw from a city-wide population. It is recommended that the model developed by the Edmund Flynn School be replicated insofar as it is appropriate for the new model magnet school. Each city-wide magnet will have a unique curriculum and school organization. Some suggestions emerging from the Study Team's consultation process have included specialization in science and mathematics, emphasis on basic skills, and an early discovery arts program.

The schools specified as "replacement schools" will be newly constructed schools as discussed in the section of prototypical K-8 in Appendix I. These new facilities replace schools which are physically outmoded, old and unable to be adapted to new curriculum programs. These schools are not cost effective to renovate or rebuild.

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*Each school has undergone a preliminary facilities analysis and was placed in one of three capital construction categories: renovation, addition, or new construction. This process and its findings are discussed in the last section of this Chapter, and in Appendix I, "K-8 Prototype Facility Architectural Assessment: Physical Requirements."

There is a summary analysis by community and city-wide of the kinds of changes to take place. In this analysis, the capacity recommended in each policy option is measured against the highest enrollment estimated for ages 5-14 in the community study district, usually in the year 1990. This assessment determines whether the demand level for schooling has been met. The initial, annual, minimal cost savings has been calculated for each policy option. Lastly, the spatial pattern of the location of the schools by type of recommendation for each policy option on schematic maps provide a visual assessment of the options. Each option is examined against the policy assumptions which frame this study.

TABLE II-Three
SUMMARY TABLE OF POLICY OPTIONS I-V

COMMUNITY STUDY DISTRICT	NEIGHBORHOOD	SCHOOL	OPTION I	OPTION II	OPTION III	OPTION IV	OPTION V
I East Side	Mt. Hope	King	Phase in K-8	Renovate to K-8	Renovate to K-8	Renovate to K-8	Renovate to K-
	Blackstone	Howland	Close	Close	Close	Close	Close
		Bishop	Phase in K-8	Renovate to K-8	Renovate to K-8	Renovate to K-8	Renovate to K-
II Elmwood	Elmwood/So. Elmwood	Lexington Ave.	Close	Close	Close	Close	Close
		Sackett St.	Phase in K-6	Close	Close	Renovate to K-8	Renovate to K-
		Stuart	Phase in K-8	Renovate to K-8	Renovate to K-8	Renovate to K-8	Renovate to K-
III Federal Hill	Federal Hill	Lauro	Phase in K-6	Renovate to K-8	Renovate to K-8	Renovate to K-8	Renovate to K-
		Bridgham	Unchanged	Renovate to K-8	Renovate to K-8	Renovate to K-8	Renovate to K-
IV Fox Point	Fox Point	Fox Point	Phase in K-6	Renovate to K-8 with Language Center	Renovate to K-8 with Language Center	Renovate to K-8 with Language Center	Renovate to K- with Lang.Cent
V Mt. Pleasant	Elmhurst	Kennedy	Phase in K-7 Renovate pilot K-8	Renovate to K-8	Renovate to K-8	Renovate to K-8	Renovate to K-
	Mt. Pleasant	Academy Ave.	Close	Close	Close	Renovate to K-8	Close
		West	Unchanged	Close	Renovate to K-8	Renovate to K-8; Close one	Renovate to K-
		Greene	Unchanged	Renovate to K-8	Close		Renovate to K-
	Valley	Crowley	Close	Close	Close	Close	Close
VI North End	Wanskuck/Charles	Veazie St.	Close	Close	Close	Close	Close
		Windmill St.	Phase in K-6	Renovate to K-8	Renovate to K-8	Renovate to K-8	Renovate to K-
		Hopkins	Unchanged	Close	Close	Renovate to K-8	Renovate to K-
VII Olneyville	Olneyville	D'Abate	Phase in K-6	Renovate to K-8	Renovate to K-8	Renovate to K-8	Renovate to K-
Reservoir	Reservoir	Reservoir Ave.	Phase in K-6	Replace with K-8*	Replace with K-8*	Replace with K-8*	Replace with K-
IX Silver Lake/ Hartford	Silver Lake	Ralph St.	Close	Close	Close	Close	Close
		Webster Ave.	Close	Close	Close	Close	Renovate to K-
	Hartford	Laurel Hill	Phase in K-4	Close	Close	Close (Tentative)	Close
		Perry	Phase in K-8	Renovate to K-8	Renovate to K-8	Renovate to K-8	Renovate to K-
X Smith Hill	Smith Hill	Camden Ave.	Phase in K-5	Close (Temporarily)	Special Education	K-8 Model Magnet	K-8 Model Magr
XI So. Providence	South Providence (Upper & Lower)	Flynn	Phase in K-8 Model Magnet	Phase in K-8 Model Magnet	Phase in K-8 Model Magnet	Phase in K-8 Model Magnet	K-8 Model Magr
		Fogarty	Unchanged	Renovate to K-8	Renovate to K-8	Renovate to K-8	Renovate to K-
		Williams	Unchanged	Renovate to K-8	Renovate to K-8	Renovate to K-8	Renovate to K-
XII Washington Pk.	Washington Park	Broad St.	Phase in K-5	Replace with K-8*	Replace with K-8*	Replace with K-8*	Replace with
XIII West End	West End	Althea St.	Close	Close & replace both schools with one	Close & replace both schools with one	Close & replace both schools with one	Close & replac both with one
		Willow St.	Close				
		Asa Messer	Close	Renovate to K-8	Renovate to K-8	Renovate to K-8	Renovate to K-
		Vineyard St**	Close	Renovate to K-8 with Language Center	Renovate to K-8 with Language Center	Renovate to K-8 with Language Center	Renovate to K- with Lang. Cen
Estimated immediate minimal annual cost savings:			$847,719	$1,445,533	$1,478,542	(a) $955,289 (b) $922,280	$682,976

*Present facility will remain open until replacement is completed.
**Vineyard St. School is located in Elmwood (C.T. #3) but for purposes of this study, is considered part of the West End.

Scenario Analysis: Policy Option I

City-wide, of the thirty-two elementary and middle schools, eleven (11) will be closed, fourteen (14) will be neighborhood schools phasing-in grade extensions, one (1) will be a magnet school phasing-in grade extensions, and six (6) will be unchanged. The total number of schools in the city will be twenty-one (21), with at least one school in almost every community--a closing of a minimum of 3,800 seats.

The highest enrollments estimated for public schools, 5-14 years, K-8 grades are: 1980, 13,413; 1990, 14,450; and 2000, 13,125.

Each of these schools has been reviewed individually for structural class, space utilization (or load), current Providence School Department capacity, efficiency ratings, and the school age population and composition, along with social indicators in each community in which the schools are located. The decision was made utilizing the policy assumptions stated in the initial phase of this study, including a maximum of 650 capacity, with 600 students enrolled. A determination was made about the physical disposition of each school on the basis of this decision analysis. The initial, annual, minimal cost savings which was assessed after the policy option was developed was based upon administrative salary, custodial salary, salary benefits (not including teacher salary), fuel, light, and water. The total amount for Option I is $847,719.

TABLE II-Four
SCHEMATIC POLICY OPTION I

COMMUNITY STUDY DISTRICT	SCHOOL	CLOSE	GRADE EXTENSION	GRADE EXTENSION WITH MAGNET	UNCHANGED	SUMMARY BY COMMUNITY		
						CLOSE	NEIGHBORHOOD OPEN WITH GRADE EXTENSION	CITY-WIDE MODEL MAGNET K-8 OPEN
I East Side	King		X			1	2	0
	Howlard	X						
	Bishop		X					
II Elmwood	Lexington Ave.	X				1	2	0
	Sackett St.		X					
	Stuart		X					
III Federal Hill	Lauro		X			0	2	0
	Bridgham				X			
IV Fox Point	Fox Point		X			0	1	0
V Mount Pleasant	Kennedy		X			2	3	0
	Academy Ave.	X						
	West				X			
	Greene				X			
	Crowley	X						
VI North End	Veazie St.	X				1	2	0
	Windmill St.		X					
	Hopkins				X			
VII Olneyville	D'Abate		X			0	1	0
VIII Reservoir	Reservoir Ave.		X			0	1	0
IX Silver Lake/ Hartford	Ralph St.	X				2	2	0
	Webster Ave.	X						
	Laurel Hill		X					
	Perry		X					
X Smith Hill	Camden Ave.		X			0	1	0
XI South Providence	Flynn			X		0	2	1
	Fogarty				X			
	Williams				X			
XII Washington Park	Broad St.		X			0	1	0
XIII West End	Althea St.	X				4	0	0
	Willow St.	X						
	Asa Messer	X						
	Vineyard St.**	X						
	Cost Savings:	$847,719			Total:	11	20	1

Source: URI Study Team, June, 1980

TABLE II-Five

POLICY OPTION I

SCHOOLS BY TYPE OF RECOMMENDATION *

CLOSED	GRADE EXTENSION	GRADE EXTENSION WITH MAGNET	NO CHANGE
Academy Ave. Althea Street Asa Messer Crowley Howland Lexington Ave. Ralph St. Veazie St. Vineyard Webster Ave. Willow St.	Bishop Broad St. Camden Ave. D'Abate Fox Point Kennedy King Laurel Hill Lauro Perry Reservoir Sackett St. Stuart Windmill St.	Flynn	Bridgham Fogarty Greene Hopkins West Williams

*Complete school names are not indicated on working documents.

Source: URI Study Team, June, 1980

TABLE II-Six

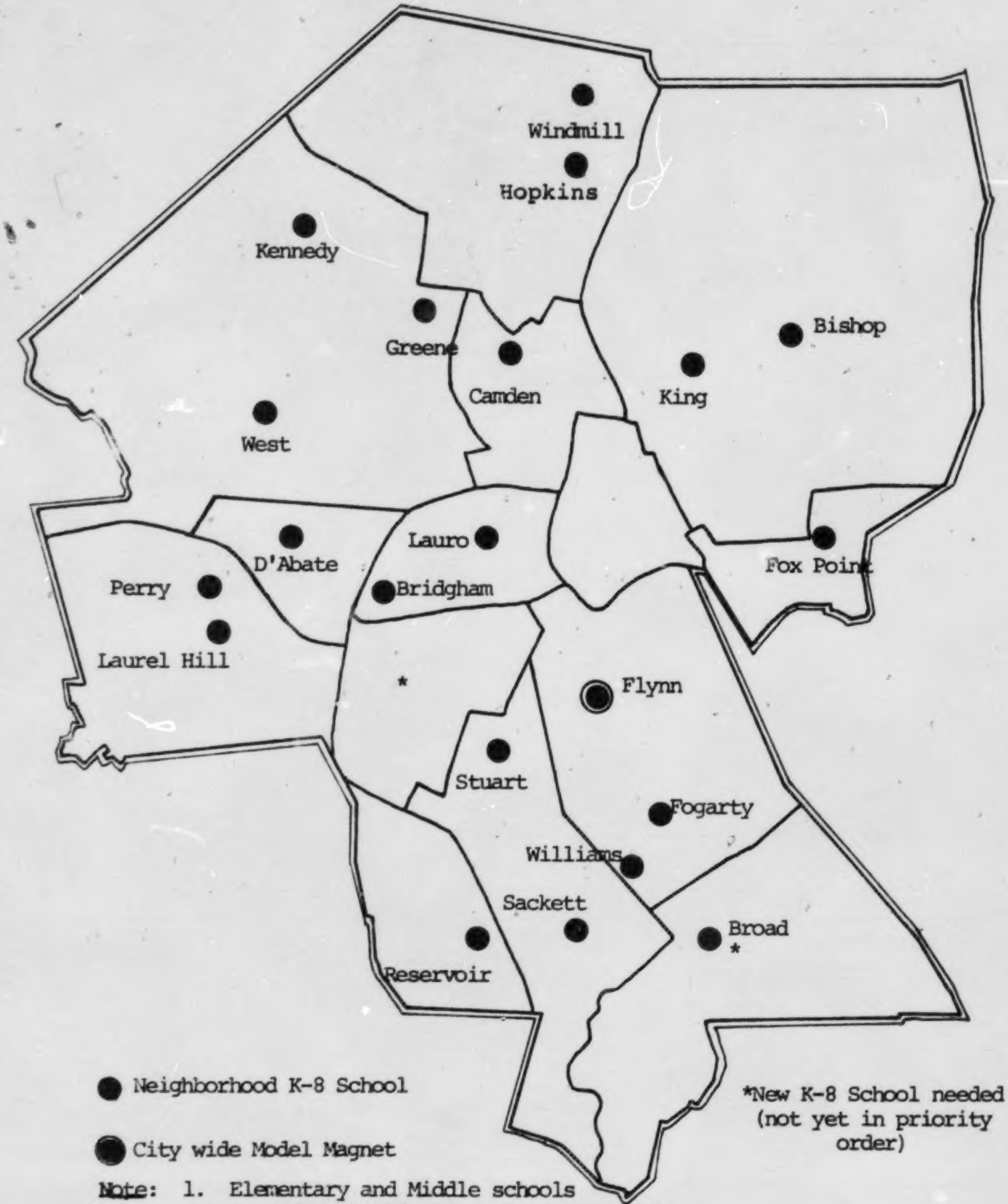
ESTIMATE OF MINIMAL SAVINGS AS A RESULT OF CLOSING SCHOOLS UNDER OPTION I

School Closings	Administrative Salary	Custodian's Salary	Salary Benefits	Fuel	Light & Water	Total
Academy	$ 23,082	$ 26,455	$ 10,403	$ 11,529	$ 4,100	$ 75,569
Althea	19,152	10,748	6,279	13,290	4,100	53,569
Crowley	23,498	26,455	10,490	10,920	4,893	76,256
Howland	21,325	16,475	7,938	12,215	4,529	62,482
Lexington	23,915	26,455	10,578	18,940	6,491	86,379
Messer	27,305	20,728	10,087	12,768	4,417	75,305
Ralph	23,362	10,748	7,163	8,928	2,357	52,558
Veazie	24,650	58,489	17,459	40,248	10,790	151,636
Vineyard	24,331	30,708	11,558	22,484	5,221	94,302
Webster	23,082	26,455	10,403	12,912	3,403	76,255
Willow	18,025	10,748	6,043	6,327	2,265	43,408
TOTAL	251,727	264,464	108,401	170,561	52,566	847,719

Source: Providence School Department 1979-1980 School Budgets
as adjusted by URI Study Team

MAP II-Three

SCHEMATIC POLICY OPTION I


Windmill
Hopkins
Kennedy
Greene
Camden
West
Bishop
King
Lauro
D'Abate
Perry
Bridgham
Fox Point
Laurel Hill
*
Flynn
Stuart
Fogarty
Williams
Sackett
Broad
*
Reservoir

● Neighborhood K-8 School

● City wide Model Magnet

*New K-8 School needed (not yet in priority order)

Note: 1. Elementary and Middle schools not included on this map are recommended for closing under Option I.

2. Complete school names are not included on working documents.

Source: URI Study Team, January, 1980.

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Scenario Analysis: Policy Option II

City-wide, of the thirty-two elementary and middle schools, fourteen (14) will be closed, fifteen (15) will be neighborhood K-8, two (2) will be neighborhood K-8 with language centers, and one (1) will be a model magnet K-8. Four (4) schools are recommended to be replaced by two (2) schools. The total number of schools in the city will be eighteen (18), with at least one school in every community--a closing of a minimum of 6,300 seats.

The highest enrollments estimated for public schools, 5-14 years, K-8 grades are: 1980, 13,413; 1990, 14,450; and 2000, 13,125.

Each of these schools has been reviewed individually for structural class, space utilization (or load), current Providence School Department capacity, efficiency ratings, and the school age population and composition, along with social indicators in each community in shich the schools are located. The decision was made utilizing the policy assumptions stated in the initial phase of this study, including a maximum of 650 capacity, with 600 students enrolled. A determination was made about the physical disposition of each school on the basis of this decision analysis. The initial, annual, minimal cost savings which was assessed after the policy option was developed was based upon administrative salary, custodial salary, salary benefits (not including teacher salary), fuel, light, and water. The total amount for Option II is $1,445,533.

TABLE II-Seven
SCHEMATIC POLICY OPTION II

COMMUNITY STUDY DISTRICT	SCHOOL	CLOSE	NEIGHBOR-HOOD K-8	NEIGHBOR-HOOD K-8 WITH LANGUAGE CENTER	MODEL MAGNET K-8	REPLACE-MENT SCHOOLS	SUMMARY BY COMMUNITY		
							CLOSE	NEIGHBORHOOD OPEN WITH GRADE EXTENSION	CITY-WIDE MODEL MAGNET K-8 OPEN
I East Side	King		X				1	2	0
	Howland	X							
	Bishop		X						
II Elmwood	Lexington Ave.	X					2	1	0
	Sackett St.	X							
	Stuart		X						
III Federal Hill	Lauro		X				0	2	0
	Bridgham		X						
IV Fox Point	Fox Point			X			0	1	0
V Mount Pleasant	Kennedy		X				3	2	0
	Academy Ave.	X							
	West	X							
	Greene		X						
	Crowley	X							
VI North End	Veazie St.	X					2	1	0
	Windmill St.		X						
	Hopkins	X							
VII Olneyville	D'Abate		X				0	1	0
VIII Reservoir	Reservoir Ave.		X *			X *	0	1	0
IX Silver Lake/ Hartford	Ralph St.	X					3	1	0
	Webster Ave.	X							
	Laurel Hill	X							
	Perry		X						
X Smith Hill	Camden Ave.	X +					1	0	0
XI South Providence	Flynn				X		0	2	1
	Fogarty		X						
	Williams		X						
XII Washington Park	Broad St.		X *			X *	0	1	0
XIII West End	Althea St.	X					2	2	0
	Willow St.	X							
	Asa Messer		X						
	Vineyard St.**			X					
	Cost Savings: $1,445,533					Total:	14	17	1

Source: URI Study Team, June 1980

*School will remain open unitl replacement facility is completed. +Temporary closing.

TABLE II-Eight

POLICY OPTION II

SCHOOLS BY TYPE OF RECOMMENDATION*

CLOSED	NEIGHBORHOOD K-8	NEIGHBORHOOD K-8 W/ LANGUAGE CENTER	MODEL MAGNET K-8	NEIGHBORHOOD K-8 REPLACEMENT SCHOOLS
Academy Ave. Althea St. Camden Ave. Crowley Hopkins Howland Laurel Hill Lexington Ave. Ralph St. Sackett St. Veazie St. Webster Ave. West Willow St.	Asa Messer Bishop Bridgham Broad D'Abate Fogarty Greene Kennedy King Lauro Perry Reservoir Stuart Williams Windmill	Fox Point Vineyard St.	Flynn	Broad Reservoir

*Complete school names are not indicated on working documents.

Source: URI Study Team, June, 1980

TABLE II-Nine

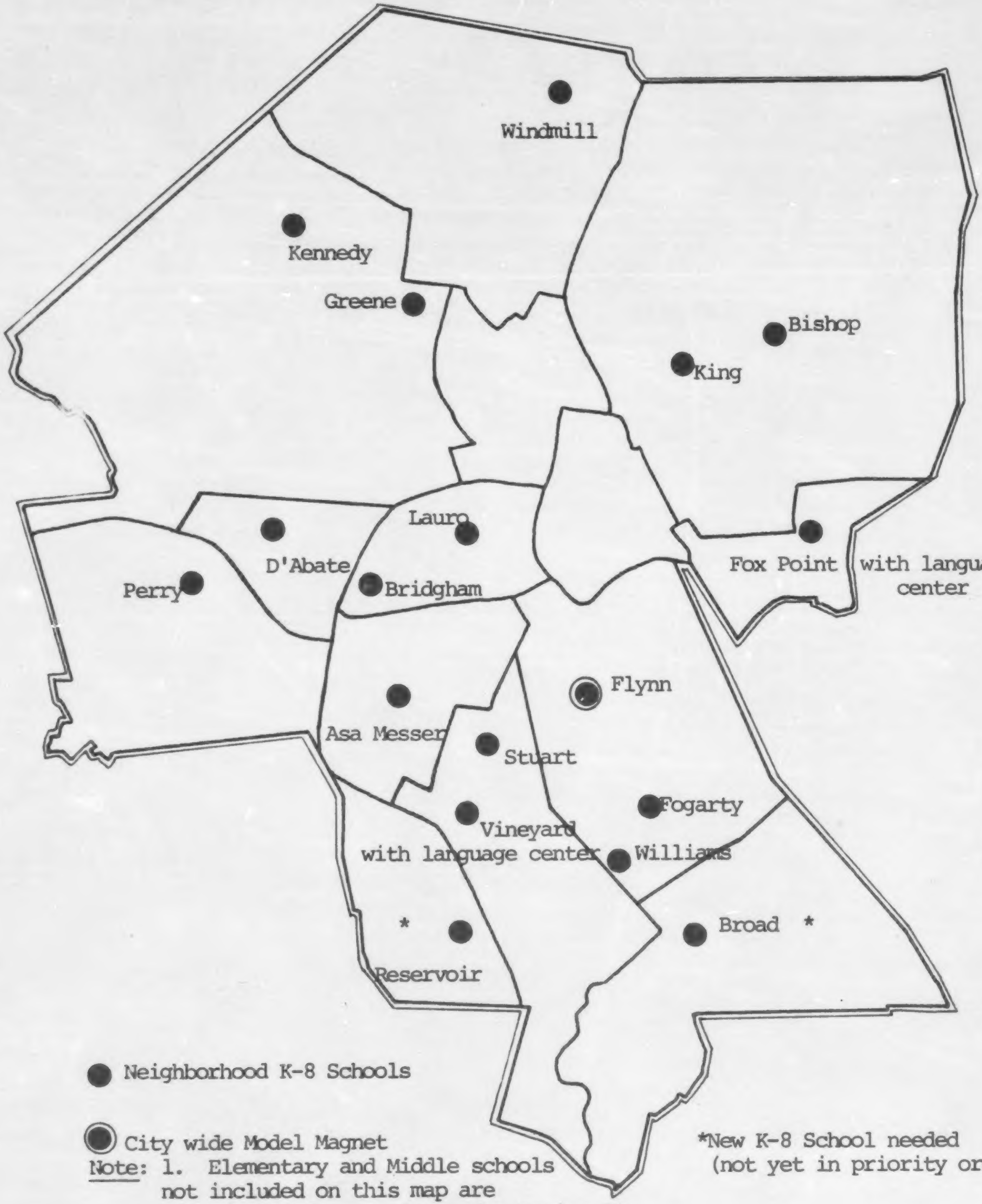
ESTIMATE OF MINIMAL SAVINGS AS A RESULT OF CLOSING SCHOOLS UNDER OPTION II

School Closings	Administrative Salary	Custodian's Salary	Salary Benefits	Fuel	Light & Water	Total
Academy Ave.	$23,082	$26,455	$10,403	$11,529	$4,100	$75,569
Althea St.	19,152	10,748	6,279	13,290	4,100	53,569
Camden Ave.	46,848	47,035	19,715	19,750	12,191	145,539
Crowley	23,498	26,455	10,490	10,920	4,893	76,256
Hopkins	83,435	68,470	31,900	26,638	12,850	223,293
Howland	21,325	16,475	7,938	12,215	4,529	62,482
Laurel Hill	23,792	26,455	10,552	14,446	5,874	81,119
Lexington Ave.	23,915	26,455	10,578	18,940	6,491	86,379
Ralph St.	23,362	10,748	7,163	8,928	2,357	52,558
Sackett St.	23,082	26,455	10,403	14,632	4,280	78,852
Veazie St.	24,650	58,489	17,459	40,248	10,790	151,636
Webster Ave.	23,082	26,455	10,403	12,912	3,403	76,255
West	83,435	74,196	33,103	34,206	13,678	238,618
Willow St.	18,025	10,748	6,043	6,327	2,265	43,408
TOTAL	$460,683	$455,639	$192,429	$244,981	$91,801	$1 445,533

Source: Providence School Department 1979-1980 School Budgets as adjusted by the URI Study Team

MAP II- Four

SCHEMATIC POLICY OPTION II


Windmill
Kennedy
Greene
Bishop
King
Lauro
D'Abate
Perry
Bridgham
Fox Point with language center
Flynn
Asa Messer
Stuart
Fogarty
Vineyard with language center
Williams
*
Broad
*
Reservoir

● Neighborhood K-8 Schools

◉ City wide Model Magnet

*New K-8 School needed (not yet in priority order)

Note: 1. Elementary and Middle schools not included on this map are recommended for closing under Option II.

2. Complete school names are not included on working documents.

Source: URI Study Team, April, 1980.

Scenario Analysis: Policy Option III

City-wide, of the thirty-two elementary and middle schools, thirteen (13) will be closed, fifteen (15) will be neighborhood K-8, two (2) will be neighborhood K-8 with language centers, and one (1) will be a model magnet K-8. Four (4) schools are recommended to be replaced by two (2) schools. One (1) school will be a Special Education Center. The total number of schools in the city will be nineteen (19), with at least one school in every community--a closing of a minimum of 5,500 seats.

The highest enrollments estimated for public schools, 5-14 years, K-8 grades are: 1980, 13,413; 1990, 14,450; and 2000, 13,125.

Each of these schools has been reviewed individually for structural class, space utilization (or load), current Providence School Department capacity, efficiency ratings, and the school age population and composition, along with social indicators in each community in which the schools are located. The decision was made utilizing the policy assumptions stated in the initial phase of this study, including a maximum of 650 capacity, with 600 students enrolled. A determination was made about the physical disposition of each school on the basis of this decision analysis. The initial, annual, minimal cost savings which was assessed after the policy option was developed was based upon administrative salary, custodial salary, salary benefits (not including teacher salary), fuel,light, and water. The total amount for Option III is $1,333,003.

TABLE II-Ten
SCHEMATIC POLICY OPTION III

COMMUNITY STUDY DISTRICT	SCHOOL	CLOSE	NEIGHBOR-HOOD K-8	NEIGHBOR-HOOD K-8 WITH LANG. CENTER	MODEL MAGNET K-8	SPECIAL ED. CTR	REPLACEMENT SCHOOLS	SUMMARY BY COMMUNITY		
								CLOSE	NEIGHBORHOOD OPEN WITH GRADE EXTENSION	CITY-WIDE K-8 OPEN (Model Magnet or Spec. Education)
I East Side	King		X					1	2	0
	Howland	X								
	Bishop		X							
II Elmwood	Lexington Ave.	X						2	1	0
	Sackett St.	X								
	Stuart		X							
III Federal Hill	Lauro		X					0	2	0
	Bridgham		X							
IV Fox Point	Fox Point			X				0	1	0
V Mount Pleasant	Kennedy		X					3	2	0
	Academy Ave.	X								
	West		X							
	Greene	X								
	Crowley	X								
VI North End	Veazie St.	X						2	1	0
	Windmill St.		X							
	Hopkins	X								
VII Olneyville	D'Abate		X					0	1	0
VIII Reservoir	Reservoir Ave.		X*				X *	0	1	0
IX Silver Lake/ Hartford	Ralph St.	X						3	1	0
	Webster Ave.	X								
	Laurel Hill	X								
	Perry		X							
X Smith Hill	Camden Ave.					X		0	0	1
XI South Providence	Flynn				X			0	2	1
	Fogarty		X							
	Williams		X							
XII Washington Park	Broad St.		X*				X *	0	1	0
XIII West End	Althea St.	X						2	2	0
	Willow St.	X								
	Asa Messer		X							
	Vineyard St.			X						
	Cost Savings: $1,333,003						Total:	13	17	2

*Schools will remain open until replacement facility is completed.
Source: URI Study Team, June, 1980

TABLE II-Eleven

POLICY OPTION III

SCHOOLS BY TYPE OF RECOMMENDATION *

CLOSED	NEIGHBORHOOD K-8	NEIGHBORHOOD K-8 W/ LANGUAGE CENTER	MODEL MAGNET K-8	SPECIAL EDUCATION CENTER	NEIGHBORHOOD K-8 REPLACEMENT SCHOOLS
Academy Ave. Althea St. Crowley Greene Hopkins Howland Laurel Hill Lexington Ave. Ralph St. Sackett St. Veazie St. Webster Ave. Willow St.	Asa Messer Bishop Bridgham Broad D'Abate Fogarty Kennedy King Lauro Perry Reservoir Ave. Stuart West Williams Windmill	Fox Point Vineyard St.	Flynn	Camden Ave.	Broad Reservoir Ave.

*Complete school names are not indicated on working documents.
Source: URI Study Team, June, 1980

TABLE II-Twelve

ESTIMATE OF MINIMAL SAVINGS AS A RESULT OF CLOSING SCHOOLS UNDER OPTION III

School Closings	Administrative Salary	Custodian's Salary	Salary Benefits	Fuel	Light & Water	Total
Academy Ave.	$ 23,082	$ 26,455	$ 10,403	$ 11,529	$ 4,100	$ 75,569
Althea St.	19,152	10,748	6,279	13,290	4,100	53,569
Crowley	23,498	26,455	10,490	10,920	4,893	76,256
Greene	81,259	88,429	35,635	41,966	24,338	271,627
Hopkins	83,435	68,470	31,900	26,638	12,850	223,293
Howland	21,325	16,475	7,938	12,215	4,529	62,482
Laurel Hill	23,792	26,455	10,552	14,446	5,874	81,119
Lexington Ave.	23,915	26,455	10,578	18,940	6,491	86,379
Ralph St.	23,362	10,748	7,163	8,928	2,357	52,558
Sackett St.	23,082	26,455	10,403	14,632	4,280	78,852
Veazie St.	24,650	58,489	17,459	40,248	10,790	151,636
Webster Ave.	23,082	26,455	10,403	12,912	3,403	76,255
Willow St.	18,025	10,748	6,043	6,327	2,265	43,408
TOTAL	$411,659	$422,837	$175,246	$232,991	$90,270	$1,333,003

Source: Providence School Department 1979-1980 School Budgets as adjusted by URI Study Team

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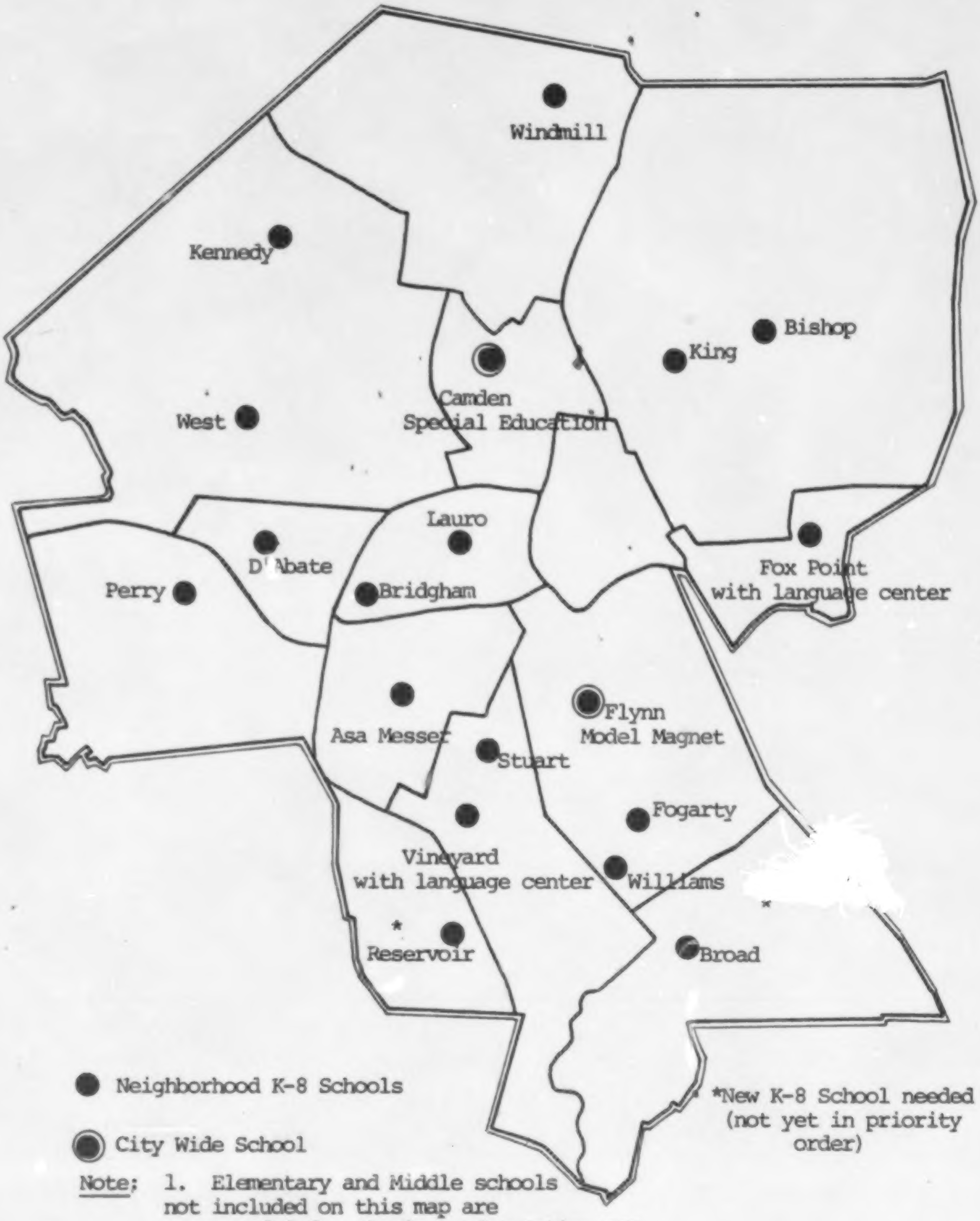
MAP II- Five

SCHEMATIC POLICY OPTION III


Windmill
Kennedy
Bishop
King
Camden
Special Education
West
Lauro
D'Abate
Perry
Bridgham
Fox Point
with language center
Asa Messer
Flynn
Model Magnet
Stuart
Fogarty
Vineyard
with language center
Williams
*
Reservoir
Broad

● Neighborhood K-8 Schools

◉ City Wide School

*New K-8 School needed (not yet in priority order)

Note; 1. Elementary and Middle schools not included on this map are recommended for closing under Option III.

2. Complete school names are not included on working documents.

Source: URI Study Team, April, 1980

TABLE II-Thirteen

COMPARISON OF POLICY OPTIONS
I, II and III

Recommendation	Policy Option I	Policy Option II	Policy Option III
Closed Schools	11	14	13
Renovation to Neighborhood K-8	4	13	13
Renovation to Neighborhood K-8 w/ language center		2	2
Model Magnet K-8	1	1	1
Special Education Center			1
Replacement Schools		2	2
Phase in K-4	1		
Phase in K-5	1		
Phase in K-6	7		
Phase in K-7	1		
No Change	6		
Total System	21	18	19
Initial Cost Saving	$847,719	$1,445,533	$1,333,003

Source: URI Study Team, June, 1980

TABLE II-Fourteen

COMPARISON OF POLICY OPTIONS II, III, IV and V

Recommendation	Policy Option II	Policy Option III	Policy Option IV	Policy Option V
Closed Schools	14	13	10	9
Renovation to Neighborhood K-8	13	13	16	17
Neighborhood K-8 with Language Center	2	2	2	2
Model Magnet K-8	1	1	2	2
Special Education Center		1		
Replacement School	2	2	3	3
Total System	18	19	23	24
Initial Cost Savings	$1,445,533	$1,333,003	$955,289 (a) $922,280 (b)	$682,976

Source: URI Study Team, June, 1980

(a) West open
(b) Greene open

Scenario Analysis: Policy Option IV*

City-wide, of the thirty-two current elementary and middle schools, ten (10) will be closed immediately;[1] two (2) more will be closed after replacement schools are completed. Sixteen (16) of the remaining twenty (20) schools will be neighborhood K-8, two (2) will be neighborhood K-8 with language centers, two (2) will be model magnet K-8, and three (3) replacement schools will be constructed for Althea and Willow, Broad Street, and Reservoir Avenue which will also be neighborhood K-8. The total number of schools in the city will be twenty-three (23), with at least one (1) school in every community--a closing of a minimum of 4,000 seats.

Given the capacity of 650 per school, the total capacity for Providence is just under 14,950 seats, with about 13,650 neighborhood K-8 seats and 1,300 model magnet K-8 seats.

The highest enrollments estimated for public schools, 5-14 years, K-8 grades are: 1980, 13,413; 1990, 14,450; and 2000, 13,125.

Each of these schools has been reviewed individually for structural class, space utilization (or load), current Providence School Department capacity, efficiency ratings, and the school age population and composition, along with social indicators in each community in which the schools are located. The decision was made utilizing the policy assumptions stated in the initial phase of this study, including a maximum of 650 capacity, with 600 students enrolled. A determination was made about the physical disposition of each school on the basis of t this decision analysis. The initial, annual, minimal cost savings which was assessed after the policy option was developed was based upon administrative salary, custodial salary, salary benefits (not including teacher salary), fuel, light, and water. The total amount for Option IV(a) is $955,289 including West or $922,280 for Option IV(b) including Greene.

*Option IV(a) recommends closing Greene and renovating West to neighborhood K-8.
Option IV(b) recommends closing West and renovating Greene to neighborhood K-8.

[1] One tentative closing.

TABLE II-Fifteen

SCHEMATIC POLICY OPTION IV

COMMUNITY STUDY DISTRICT	SCHOOL	CLOSE	NEIGHBOR-HOOD K-8	NEIGHBOR-HOOD K-8 WITH LANGUAGE CENTER	MODEL MAGNET K-8	REPLACE-MENT SCHOOLS	SUMMARY BY COMMUNITY: CLOSE	SUMMARY BY COMMUNITY: NEIGHBOR-HOOD K-8	SUMMARY BY COMMUNITY: IMMEDIATE CONSTRUC-TION	SUMMARY BY COMMUNITY: CITY-WIDE Model Mag K-8 Open
I East Side	King		x				1	2	0	0
	Howland	x								
	Bishop		x							
II Elmwood	Lexington Ave.	x					1	2	0	0
	Sackett St.		x							
	Stuart		x							
III Federal Hill	Lauro		x				0	2	0	0
	Bridgham		x							
IV Fox Point	Fox Point			x			0	1	0	0
V Mount Pleasant	Kennedy		x				2	3	0	0
	Academy Ave.		x							
	West		x**							
	Greene	x								
	Crowley	x								
VI Nort End	Veazie St.	x					1	2	0	0
	Windmill St.		x							
	Hopkins		x							
VII Olneyville	D'Abate		x				0	1	0	0
VIII Reservoir	Reservoir Ave.		x*			x*	0	1	0	0
IX Silver Lake/ Hartford	Ralph St.	x					3	1	0	0
	Webster Ave.	x								
	Laurel Hill+	x +								
	Perry		x							
X Smith Hill	Camden Ave.				x		0	0	0	1
XI South Providence	Flynn				x		0	2	0	1
	Fogarty		x							
	Williams		x							
XII Washing-ton Park	Broad St.		x*			x*	0	1	0	0
XIII West End	Althea St.	x				x	2	2	1	0
	Willow St.	x								
	Asa Messer		x							
	Vineyard St.			x						
	Cost Savings: (a) $955,289 (b) $922,280					Total:	10	20	1	2

Source: URI Study Team, June, 1980

* School will remain open until replacement facility is completed.

** Policy Option IV recommends closing either Greene or West but not both.

+. Tentative Closing.

TABLE II-Sixteen

POLICY OPTION IV

SCHOOLS BY TYPE OF RECOMMENDATION +

CLOSED	NEIGHBORHOOD K-8	NEIGHBORHOOD K-8 W/ LANGUAGE CENTER	MODEL MAGNET K-8	NEIGHBORHOOD K-8 REPLACEMENT SCHOOLS
Althea St. Crowley Greene ** Howland Laurel Hill ++ Lexington Ave. Ralph St. Veazie St. Webster Ave. Willow St.	Academy Ave. Asa Messer Bishop Bridgham Broad * D'Abate Fogarty Hopkins Kennedy King Lauro Perry Reservoir * Sackett St. Stuart West ** Williams Windmill St.	Fox Point Vineyard St.	Camden Ave. Flynn	Broad St.* (Althea (Willow Reservoir *

+Complete school names are not indicated on working documents.

++Tentative closing.

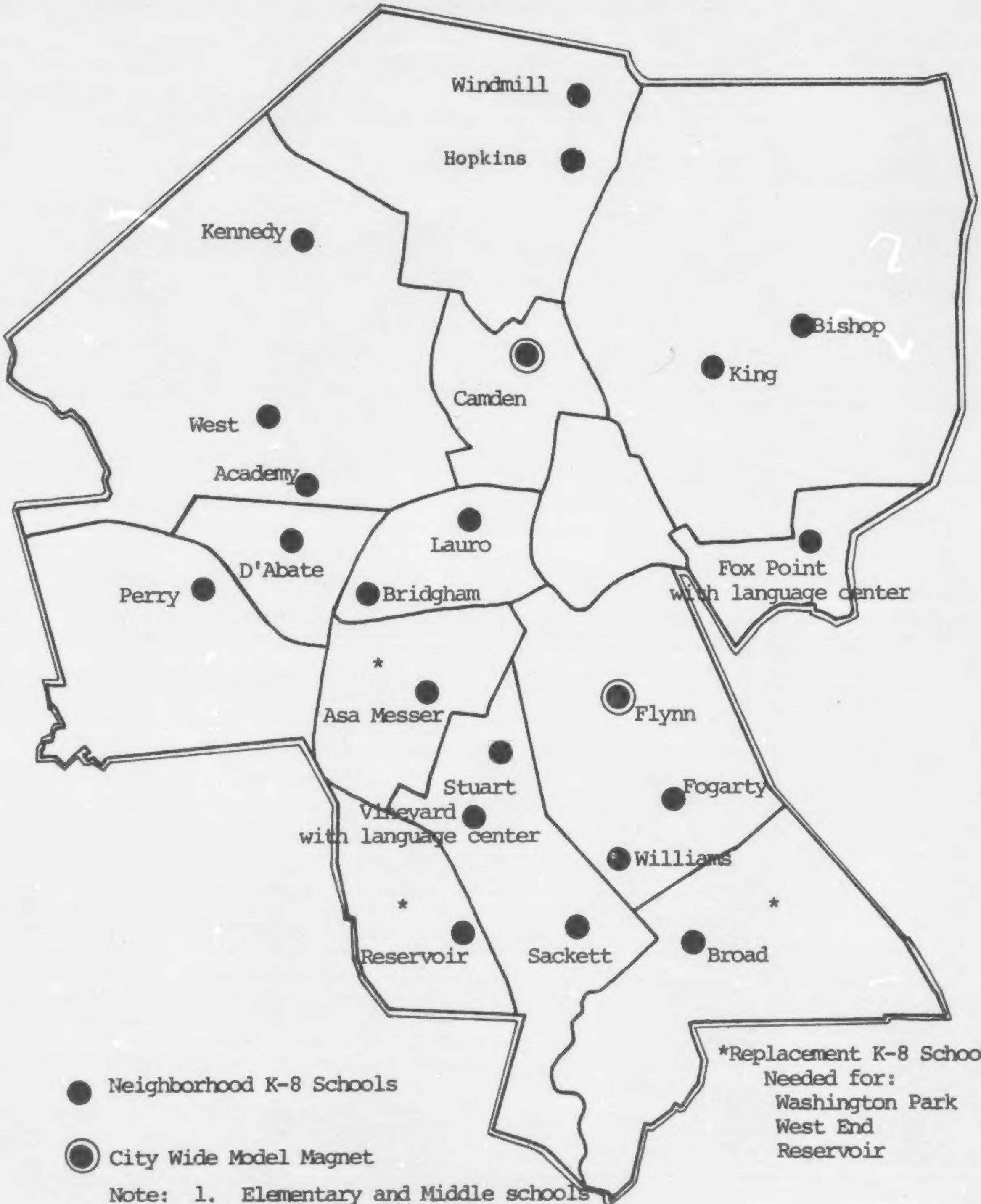
*Schools will close when replacement school is constructed.

**Policy Option IV recommends closing either West or Greene but not both.

Source: URI Study Team, June, 1980

MAP II-Six (a)

SCHEMATIC POLICY OPTION IVa


Windmill
Hopkins
Kennedy
Bishop
King
Camden
West
Academy
Lauro
Fox Point
with language center
D'Abate
Perry
Bridgham
*
Asa Messer
Flynn
Stuart
Fogarty
Vineyard
with language center
Williams
*
*
Reservoir
Sackett
Broad

● Neighborhood K-8 Schools

◉ City Wide Model Magnet

*Replacement K-8 School
Needed for:
Washington Park
West End
Reservoir

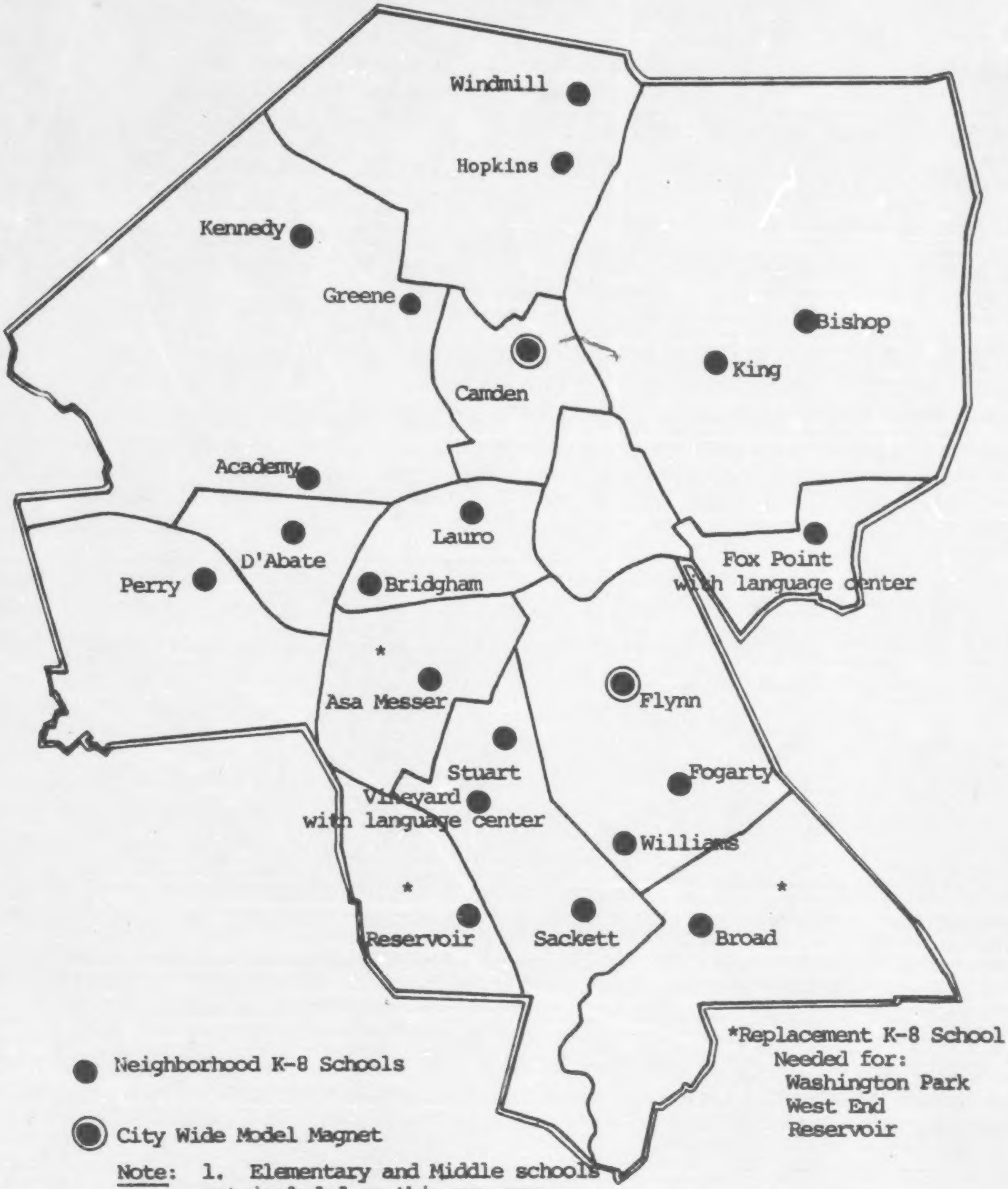
Note: 1. Elementary and Middle schools not included on this map are recommended for closing under Option IV.

2. Complete school names are not included on working documents.

Source: URI Study Team, June, 1980. 89

MAP II-Six (b)

SCHEMATIC POLICY OPTION IVb


Windmill
Hopkins
Kennedy
Greene
Bishop
King
Camden
Academy
Lauro
D'Abate
Perry
Bridgham
Fox Point
with language center
*
Asa Messer
Flynn
Stuart
Fogarty
Vineyard
with language center
Williams
*
*
Reservoir
Sackett
Broad

● Neighborhood K-8 Schools

◉ City Wide Model Magnet

*Replacement K-8 School
Needed for:
Washington Park
West End
Reservoir

Note: 1. Elementary and Middle schools not included on this map are recommended for closing under Option IV.

2. Complete school names are not included on working documents.

Source: URI Study Team, June, 1980.

TABLE II-Seventeen

ESTIMATE OF MINIMAL SAVINGS AS A RESULT OF CLOSING SCHOOLS UNDER OPTION IVa

School Closings	Administrative Salary	Custodian's Salary	Salary Benefits	Fuel	Light & Water	Total
Althea St.	$19,152	$10,748	$6,279	$13,290	$4,100	$53,569
Crowley	23,498	26,455	10,490	10,920	4,893	76,256
Greene	81,259	88,429	35,635	41,966	24,338	271,627
Howland	21,325	16,475	7,938	12,215	4,529	62,482
Laurel Hill+	23,792	26,455	10,552	14,446	5,874	81,119
Lexington Ave.	23,915	26,455	10,578	18,940	6,491	86,379
Ralph St.	23,362	10,748	7,163	8,928	2,357	52,558
Veazie St.	24,650	58,489	17,459	40,248	10,790	151,636
Webster Ave.	23,082	26,455	10,403	12,912	3,403	76,255
Willow St.	18,025	10,748	6,043	6,327	2,265	43,408
TOTAL	$282,060	$301,457	$122,540	$180,192	$69,040	$955,289

+Tentative closing

Source: Providence School Department 1979-1980 School Budgets as adjusted by the URI Study Team.

TABLE II-Eighteen

ESTIMATE OF MINIMAL SAVINGS AS A RESULT OF CLOSING SCHOOLS UNDER OPTION IVb

School Closings	Administrative Salary	Custodian's Salary	Salary Benefits	Fuel	Light & Water	Total
Althea St.	$19,152	$10,748	$6,279	$13,290	$4,100	$53,569
Crowley	23,498	26,455	10,490	10,920	4,893	76,256
Howland	21,325	16,475	7,938	12,215	4,529	62,482
Laurel Hill+	23,792	26,455	10,552	14,446	5,874	81,119
Lexington Ave.	23,915	26,455	10,578	18,940	6,491	86,379
Ralph St.	23,362	10,748	7,163	8,928	2,357	52,558
Veazie St.	24,650	58,489	17,459	40,248	10,790	151,636
Webster Ave	23,082	26,455	10,403	12,912	3,403	76,255
West	83,435	74,196	33,103	34,206	13,678	238,618
Willow St.	18,025	10,748	6,043	6,327	2,265	43,408
TOTAL	$284,236	$287,224	$120,008	$172,432	$58,380	$922,280

+Tentative closing

Source: Providence School Department 1979-1980 School Budgets as adjusted by the URI Study Team.

Policy Option IV: An Analysis

Policy Option IV closes ten schools in six communities in the city and provides for twenty-three K-8 grade level organization schools with at least one in each community. Of these twenty-three, nineteen will be neighborhood K-8 schools, two will be neighborhood K-8 schools with language centers, and two will be model magnet K-8 schools which will draw their attendance from both the community and from a city-wide open admissions program. Included in the nineteen neighborhood K-8 schools will be three replacement schools; of these, two will replace two schools and one will replace two closed schools.

The population projections indicate that the Mount Pleasant community has a schooling demand level for three schools. Given the distribution of students and schools in the community, either West or Greene - but not both - should remain open.

The capacity of the schools to be closed is 4,069 seats if Greene is closed or 4,169 seats if West is closed, utilizing the Providence School Department capacity formula. Option IV tentatively closes Laurel Hill Avenue School, but this should be discussed by the Providence School Committee.

As Tables II-Two(a), II-Two(b), and II-Twenty illustrate with Option IV and projected 1990, 2000 public school 5-14 age attendance by community, the capacity of the K-8 system meets and only slightly exceeds the projected peak 1990 5-14 age public school enrollment. But with the system structured to meet the city-wide demand, there are some communities where there will be a substantial surplus of seats, such as Federal Hill, Reservoir, and the West End (ultimately when all replacements and additions are completed), and some communities where there will continue to be a deficit of seats, such as in Silver Lake/Hartford - if Laurel Hill Avenue School is closed - Washington Park, Elmwood and the East Side. These communities, however, lie adjacent to each other so that student assignment patterns can be adjusted to absorb the differences. For example, the deficit seats in Silver Lake/Hartford - if Laurel Hill Avenue School is closed - can be met by the surplus seats in Federal Hill or Reservoir. Washington Park community deficit seats can be met by the West End or Fox Point seats; and lastly, the East Side deficit seats can be met by the surplus in the North End and South Providence. Of course, there will be a certain number of students who will choose the model magnet schools with their open enrollment.

The decisions leading to Policy Option IV incorporated all of the community decision criteria of demographic analysis, social indicators, and the facilities information of structural classification, capacity, enrollment, fuel efficiency, construction date, and load as discussed earlier in this chapter. The decision reflects the policy assumptions of this K-8 grade level reorganization study (Chapter I). This particularly reflects the determination to utilize existing buildings insofar as possible rather than recommend new broad scale construction. The estimated immediate minimal annual cost saving is just under one million dollars with either West or Greene closed. The "tenth year savings" for Policy Option IV has been set at $1,879,200 (West open) and $1,814,265 (Greene open).

FIGURE II-Four

SYNOPSIS OF SCENARIO ANALYSIS
POLICY OPTION IV
BY TYPE OF RECOMMENDATION

School Closings

Community	School Name
East Side	John Howland
Elmwood	Lexington Avenue
Mount Pleasant	Nathanel Greene (or George West)
	Francis Crowley
North End	Veazie Street
Silver Lake/Hartford	Ralph Street
	Webster Ave.
	Laurel Hill (tentative)
West End	Althea Street
	Willow Street

Neighborhood K-8

Community	School Name
East Side	Martin Luther King
	Nathan Bishop
Elmwood	Sackett Street
	Gilbert Stuart
Federal Hill	Carl G. Lauro
	Samuel Bridgham
Mount Pleasant	Robert F. Kennedy
	Academy Avenue
	George J. West (or Nathanael Greene)
North End	Windmill Street
	Esek Hopkins
Olneyville	William D'Abate
Reservoir	Reservoir Avenue*
Silver Lake/Hartford	Oliver Hazard Perry
South Providence	Mary E. Fogarty
	Roger Williams
Washington Park	Broad Street*
West End	Asa Messer

*School will remain open until replacement facility is completed.

FIGURE II-Four (Continued)

Neighborhood K-8 with Language Center

Community	School Name
Fox Point	Fox Point School
West End	Vineyard Street School

Model Magnet K-8

Community	School Name
Smith Hill	Camden Avenue
South Providence	Edmund Flynn

Replacement Schools

Community	School Name
Washington Park	Broad Street *
West End	Althea Street Willow Street
Reservoir	Reservoir Avenue*

* School will remain open until replacement facility is completed.

Source: URI Study Team, June, 1980

FIGURE II-Five

SCENARIO OF POLICY OPTION IV

Phase in K-8	Phased-in Closings
Martin Luther King	John Howland
Nathan Bishop	Lexington Avenue
Sackett Street	Nathanael Greene (or West)
Gilbert Stuart	Francis Crowley
Carl G. Lauro	Veazie Street
Samuel Bridgham	Ralph Street
Fox Point (Language Center)	Webster Avenue
Robert F. Kennedy	Laurel Hill Avenue +
Academy Avenue	Althea Street
George J. West (or Greene)	Willow Street
Windmill Street	
Esek Hopkins	
William D'Abate	
Oliver Hazard Perry	
Camden Avenue (Model Magnet)	
Edmund Flynn (Model Magnet)	
Mary E. Fogarty	
Roger Williams	
Asa Messer	
Vineyard Street (Language Center)	

Replacement Schools
Broad Street*
Althea Street and Willow Street
Reservoir Avenue*

*School will remain open until replacement facility is completed.

+Tentative closing

Source: URI Study Team, June, 1980

TABLE II-Nineteen

SYNOPSIS OF POLICY OPTION IV BY COMMUNITY

COMMUNITY STUDY DISTRICT	SCHOOL	OPTION IV RECOMMENDATIONS
I East Side	King	Renovate to K-8
	Howland	Close
	Bishop	Renovate to K-8
II Elmwood	Lexington Ave.	Close
	Sackett St.	Renovate to K-8
	Stuart	Renovate to K-8
III Federal Hill	Lauro	Renovate to K-8
IV Fox Point	Fox Point	Renovate to K-8 with Language Center
V Mt. Pleasant	Kennedy	Renovate to K-8
	Academy Ave.	Renovate to K-8
	West	Renovate to K-8; Close one school
	Greene	
	Crowley	Close
VI North End	Veazie St.	Close
	Windmill St.	Renovate to K-8
	Hopkins	Renovate to K-8
VII Olneyville	D'Abate	Renovate to K-8
VIII Reservoir	Reservoir Ave.	Replace with K-8*
IX Silver Lake/ Hartford	Ralph St.	Close
	Webster Ave.	Close
	Laurel Hill	Close (Tentative)
	Perry	Renovate to K-8
X Smith Hill	Camden Ave.	K-8 Model Magnet
XI South Providence	Flynn	Phase in K-8 Model Magnet
	Fogarty	Renovate to K-8
	Williams	Renovate to K-8
XII Washington Park	Broad St.	Replace with K-8*
XIII West End	Althea St.	Close and replace both schools with one
	Willow St.	
	Asa Messer	Renovate to K-8
	Vineyard St.	Renovate to K-8 with Language Center

*School will remain open until replacement facility is completed.
Source: URI Study Team, July, 1980

CITY-WIDE COMMUNITY ANALYSIS - OPTION IV
K-8 BY COMMUNITY CAPACITY (a), PEAK PROJECTED ATTENDANCE, AND LATENT DEMAND

COMMUNITY STUDY DISTRICT	SCHOOL	Option IV		Community Capacity Option IV(a)	1990 5-14 Public School Proj. Atten.	1990 Latent Demand	
		Open	Number of Schools			Surplus Seats	Deficit Seats
I East Side	King	x					
	Howland					—	
	Bishop	x	2	1,300	1,575		-275
II Elmwood	Lexington Ave.						
	Sackett St.	x				—	
	Stuart	x	2	1,300	1,600		-300
III Federal Hill	Lauro	x					
	Bridgham	x	2	1,300	650	+650	—
IV Fox Point	Fox Point	x	1	650	475	+175	—
V Mt. Pleasant	Kennedy	x					
	Academy Ave.	x					
	West	x(b)	3	1,950	1,850	+100	—
	Greene						
	Crowley						
VI North End	Veazie St.						
	Windmill St.	x					
	Hopkins	x	2	1,300	1,125	+175	—
VII Olneyville	D'Abate	x	1	650	450	+200	—
VIII Reservoir	Reservoir Ave.	x	1	650(c)	200	+450	—
IX Silver Lake/ Hartford	Ralph Street						
	Webster Ave.					—	
	Laurel Hill +(e)	(x)	(2)	(1300)			(-75)
	Perry	x	1	650	1,375		-725
X Smith Hill	Camden Ave. (d)	x	1	650	700	—	-50
XI South Providence	Flynn (d)	x					
	Fogarty	x					
	Williams	x	3	1,950	1,775	+175	—
XII Washington Park	Broad St.	x	1	650(c)	1,125	—	-475
XIII West End	Althea St.						
	Asa Messer	x					
	Willow St.						
	Vineyard St.	x	3(c)	1,950(c)	1,550	+400	
	TOTAL:		23 (24)	14,950 (15,600)	14,450	2,325	1,825 (1,175)

(a) Assume 650 capacity.

(b) West or Greene will remain open, but not both.

(c) Assumes replacement school (Althea and Willow will be replaced by one Neighborhood K-8 School)

+ Tentative closing

(d) City-wide magnet

(e) There is a tentative decision to close Laurel Ave. If it is decided to keep it open, the next decision is whether to renovate or replace the facility

Source: URI Study Team
June, 1980

Scenario Analysis: Policy Option V

City-wide, of the thirty-two elementary and middle schools, nine (9) will be closed, seventeen (17) will be neighborhood K-8, two (2) will be neighborhood K-8 with language centers, and two (2) will be model magnet K-8. Four (4) schools are recommended to be replaced by three (3) schools. The total number of schools in the city will be twenty-four (24) with at least one (1) school in every community--a closing of a minimum of 3,000 seats.

Given the capacity of 650 per school, the total capacity for Providence is just under 15,600 seats, with about 14,300 neighborhood K-8 seats and 1,300 model magnet K-8 seats.

The highest enrollments estimated for public schools, 5-14 years, K-8 grades are: 1980, 13,413; 1990, 14,450; and 2000, 13,125.

Each of these schools has been reviewed individually for structural class, space utilization (or load), current Providence School Department capacity, efficiency ratings, and the school age population and composition, along with social indicators in each community in which the schools are located. The decision was made utilizing the policy assumptions stated in the initial phase of this study, including a maximum of 650 capacity, with 600 students enrolled. A determination was made about the physical disposition of each school on the basis of this decision analysis. The initial, annual, minimal cost savings which was assessed after the policy option was developed was based upon administrative salary, custodial salary, salary benefits (not including teacher benefits), fuel, light, and water. The total amount for Option V is $682,976.

TABLE II-Twenty -One

SCHEMATIC POLICY OPTION V

COMMUNITY STUDY DISTRICT	SCHOOL	CLOSE	NEIGHBOR-HOOD K-8	NEIGHBOR-HOOD K-8 WITH LANGUAGE CENTER	MODEL MAGNET K-8	REPLACE-MENT SCHOOLS	SUMMARY BY COMMUNITY			
							CLOSE	NEIGHBOR-HOOD K-8 OPEN	REPLACEMENT SCHOOL	CITY-WIDE MODEL MAGNET K-8 OPEN
I East Side	King		x				1	2	0	0
	Howland	x								
	Bishop		x							
II Elmwood	Lexington Ave.	x					1	2	0	0
	Sackett St.		x							
	Stuart		x							
III Federal Hill	Lauro		x				0	2	0	0
	Bridgham		x							
IV Fox Point	Fox Point			x			0	1	0	0
V Mount Pleasant	Kennedy		x				2	3	0	0
	Academy Ave.	x								
	West		x							
	Greene		x							
	Crowley	x								
VI North End	Veazie St.	x					1	2	0	0
	Windmill St.		x							
	Hopkins		x							
VII Olneyville	D'Abate		x				0	1	0	0
VIII Reservoir	Reservoir Ave.		x*			x	0	1 *	0	0
IX Silver Lake/ Hartford	Ralph St.	x					2	2	0	0
	Webster Ave.		x							
	Laurel Hill	x								
	Perry		x							
X Smith Hill	Camden Ave.				x		0	0	0	1
XI South Providence	Flynn				x		0	2	0	1
	Fogarty		x							
	Williams		x							
XII Washing-ton Park	Broad St.		x*			x	0	1 *	0	0
XIII West End	Althea St.	x				x	2	2	1	0
	Willow St.	x								
	Asa Messer		x							
	Vineyard St.			x						
	Cost Savings: $682,976					Total:	9	21	1	2

Source: URI Study Team, July, 1980

* School will remain open until replacement facility is completed.

TABLE II-Twenty-Two

POLICY OPTION V

SCHOOLS BY TYPE OF RECOMMENDATION *

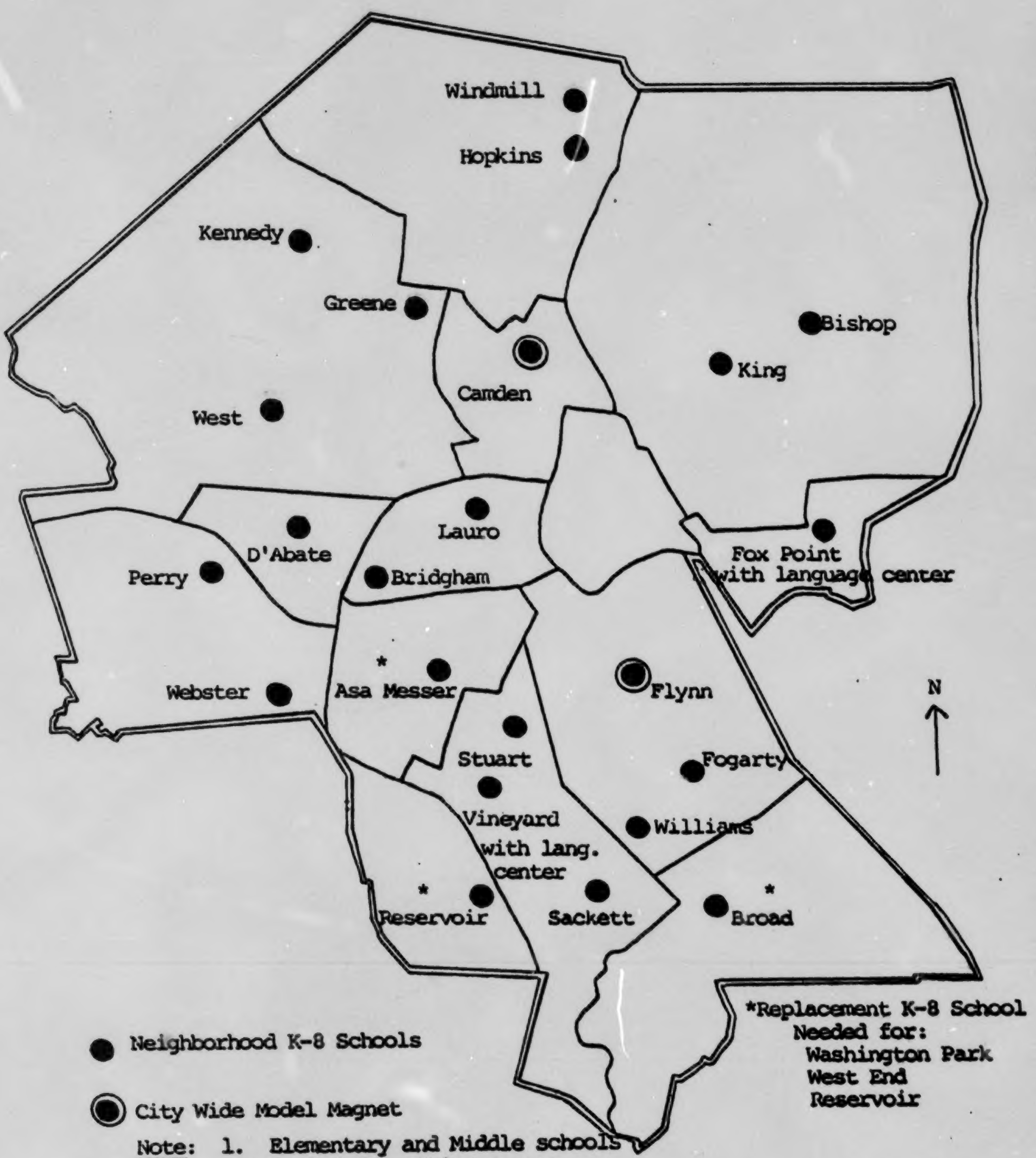
CLOSED	NEIGHBORHOOD K-8	NEIGHBORHOOD K-8 W/ LANGUAGE CENTER	MODEL MAGNET K-8	NEIGHBORHOOD K-8 REPLACEMENT SCHOOLS
Althea St. Academy Ave Crowley Howland Laurel Hill Lexington Ave. Ralph St. Veazie St. Willow St.	Asa Messer Bishop Bridgham Broad** D'Abate Fogarty Greene Hopkins Kennedy King Lauro Perry Reservoir** Sackett St. Stuart Webster West Williams Windmill St	Fox Point Vineyard St.	Camden Ave. Flynn	Broad Street ** (Althea (Willow Reservoir Ave**

*Complete school names are not indicated on working documents.
**School will remain open until replacement facility is completed.

Source: URI Study Team, July, 1980

MAP II-Seven

SCHEMATIC POLICY OPTION V



Windmill
Hopkins
Kennedy
Greene
Bishop
King
Camden
West
Lauro
D'Abate
Perry
Bridgham
Fox Point
with language center
Asa Messer
Webster
Flynn
Stuart
Fogarty
Vineyard
with lang.
center
Williams
Reservoir
Sackett
Broad
N

● Neighborhood K-8 Schools

◉ City Wide Model Magnet

*Replacement K-8 School
Needed for:
Washington Park
West End
Reservoir

Note: 1. Elementary and Middle schools not included on this map are recommended for closing under Option V.

2. Complete school names are not included on working documents.

Source: URI Study Team, July, 1980

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TABLE II-Twenty-Three

ESTIMATE OF MINIMAL SAVINGS AS A RESULT OF CLOSING SCHOOLS UNDER OPTION V

School Closings	Administrative Salary	Custodian's Salary	Salary Benefits	Fuel	Light & Water	Total
Althea St.	$19,152	$10,748	$6,279	$13,290	$4,100	$53,569
Academy Ave.	23,082	26,455	10,403	11,529	4,100	75,569
Crowley	23,498	26,455	10,490	10,920	4,893	76,256
Howland	21,325	16,475	7,938	12,215	4,529	62,482
Laurel Hill	23,792	26,455	10,552	14,446	5,874	81,119
Lexington Ave	23,915	26,455	10,578	18,940	6,491	86,379
Ralph St.	23,362	10,748	7,163	8,928	2,357	52,558
Veazie St.	24,650	58,489	17,459	40,248	10,790	151,636
Willow St.	18,025	10,748	6,043	6,327	2,265	43,408
TOTAL	$200,801	$213,028	$86,905	$136,843	$45,399	$682,976

Source: Providence School Department 1979-1980 School Budgets as adjusted by the URI Study Team.

Policy Option V: An Analysis

Policy Option V closes nine schools in six communities in the city either because of an excess of supply of seats over demand for schooling or because of the physical condition and age of the facility, or both.

It provides for twenty-four K-8 grade level organization schools with at least one in each community. This includes seventeen neighborhood K-8 schools, two neighborhood K-8 schools with language centers, and two model magnet K-8 schools. Four schools are to replaced by three schools.

Option V is a further modification of Option IV. It reassesses the two communities in the city, Mount Pleasant and Silver Lake/Hartford, for which the strategy to meet the community schooling need was still unresolved. Both community situations were discussed at the School Committee meeting of June 23rd, and subsequently, further analysis was carried out.

For Mount Pleasant, the population projections indicate that the community has a schooling demand level which could be met by three K-8,650 capacity schools. Option IV recommended renovating Robert F. Kennedy, Academy Avenue, and either George J. West or Nathanael Greene schools, but not both, to K-8 standards.

Further assessment of the decision criteria by school and the distribution of the population led to re-examine the decision to retain Academy Avenue. Then a closer review of the preliminary construction and renovation needs for a K-8 school system indicates that Academy Avenue School, which was constructed in 1889, would need a cafetorium, gymnasium, five special classrooms, and fifteen regular classrooms. This outweighs its fuel efficiency ranking of excellent. Thus, it becomes a more viable candidate for closing than either West or Greene, both of which are sounder structural facilities and would only require the addition of a kindergarten. (Table II-Thirty-Two) As Map II-Seven indicates, retaining West and Greene will provide more accessibility for the children in the Mount Pleasant community as well as the Smith Hill and North End areas.

TABLE II-Twenty-Four

DECISION CRITERIA FOR POLICY OPTIONS BY SCHOOL
MOUNT PLEASANT COMMUNITY

SCHOOL	GRADES	ENROLL-MENT	1979-1980 CAPACITY	LOAD	TOTAL PER PUPIL COST		CONSTRUC-TION DATE	STRUC-TURAL CLASS	NO. OF REGULAR CLASSRMS.	FUEL COST PER SQ. FT.		FUEL COST PER PUPIL		EFFIC-IENCY RATING	EFFIC-IENCY CODE
					$	Rank*				¢	Rank*	$	Rank*		
Academy Avenue	K-5	263	320	82%	1418	18	1889	I	11	.33	24	44	26	25.0	F
West	5-8	633	800	79%	2134	8	1916	III	28	.36	17	54	18	17.5	F
Greene	5-8	537	900	60%	2392	3	1930	III	40	.31	27	78	8	17.5	F

The Silver Lake/Hartford community has a projected public school population attendance for 1990 of 1,375. Option IV recommended the closing of two schools, Ralph Street and Webster Avenue, and the tentative closing of Laurel Hill Avenue School with Oliver Hazard Perry renovated to a neighborhood K-8. This would have provided a neighborhood capacity of 650, leaving a 1990 latent community demand of -725.

TABLE II-Twenty-Five

ANALYSIS OF LATENT DEMAND OPTION IV SILVER LAKE/HARTFORD COMMUNITY

SCHOOL	OPTION IV RECOMMENDATIONS	OPTION IV COMMUNITY CAPACITY FOR K-8 SYSTEM	1990 PROJECTED 5-14 PUBLIC SCHOOL ATTENDANCE	1990 COMMUNITY LATENT DEMAND
Ralph Street	Close	650	1,375	- 725
Webster Ave.	Close			
Laurel Hill Ave.	Tentative Closing			
Oliver Hazard Perry	Renovate to K-8			

This community was one which showed a deficit within the community; under Option IV it was suggested that since this community is adjacent to Federal Hill and Reservoir, which will have a substantial surplus of seats, a redrawing of student assignment patterns be implemented. However, the reassessment of the implications of this suggestion indicates certain constraints. There would be a wide geographic area with a high number of students which would not be served by a neighborhood school or by the proximity of a special purpose or magnet schools which are located within major traffic arteries. Moreover, these is a continued high level of estimated student population which is distributed in the southern part of the community. With the Option IV recommended capacity, there is still an indicated need for one additional K-8 school through the year 2000.

TABLE II-Twenty-Six

ANALYSIS OF LATENT DEMAND OPTION V SILVER LAKE/HARTFORD COMMUNITY

SCHOOL	OPTION V RECOMMENDATIONS	OPTION V COMMUNITY CAPACITY FOR K-8 SYSTEM	1990 PROJECTED 5-14 PUBLIC SCHOOL ATTENDANCE	1990 COMMUNITY LATENT DEMAND	2000 PROJECTED 5-14 PUBLIC SCHOOL ATTENDANCE	2000 COMMUNITY LATENT DEMAND
Ralph Street	Close	1,300	1,375	- 75	1,275	+ 100
Webster Ave.	Renovate to K-8					
Laurel Hill	Close					
Oliver Hazard Perry	Renovate to K-8					

Building on the Option IV recommendation to renovate Perry School to K-8 standards, the analysis focuses on which of the three school buildings - Ralph Street, Webster Avenue, and Laurel Hill Avenue - would be the most efficient, economically feasible, and appropriately located facility to serve the educational needs of the Silver Lake/Hartford area. None of these facilities are on sites in which they are immediately usable as a K-8 school.

TABLE II-Twenty-Seven

DECISION CRITERIA FOR POLICY OPTIONS BY SCHOOL
SILVER LAKE/HARTFORD COMMUNITY

SCHOOL	GRADES	ENROLLMENT	1979-1980 CAPACITY	LOAD	TOTAL PER PUPIL COST		CONSTRUCTION DATE	STRUCTURAL CLASS	NO. OF REGULAR CLASSRMS.	FUEL COST PER SQ. FT.		FUEL COST PER PUPIL		EFFICIENCY RATING	EFFICIENCY CODE
					$	Rank*				¢	Rank*	$	Rank*		
Ralph Street	K-1	193	235	82%	1186	16	1901	I	8	.48	6	46	24	14.5	F
Webster Avenue	K-5	246	370	66%	1201	12	1900	I	15	.39	12	53	19	15.5	F
Laurel Hill Ave.	2-4	275	432	64%	1586	12	1916	II	18	.29	28	53	19	23.5	G

Ralph Street School meets few, if any, of the decision criteria by school which would allow for a less costly renovation to a K-8 school. Built in 1901, it has only eight regular classrooms while the prototype K-8 school has 20 to 24 regular classrooms, five special purpose rooms, as well as auxillary and support rooms. It also has an efficiency rating of fair.

Laurel Hill Avenue School, which was built in 1916 and has the largest number of regular classrooms and an efficiency rating of good, is located near Perry School. This would then not meet the spatial/geographic needs of the students in the community. Therefore, it is recommended that the Webster Avenue School, currently a K-5, but recently voted by the School Committee to be extended to a K-6, be renovated to a neighborhood K-8, thus providing a seat capacity of 1,300 to meet the continuing demand in Silver Lake/Hartford.

The recommendations of Option V which built upon the anlaysis which developed Option IV are an outcome of the decision matrix application to the policy assumptions. This matrix reflects the decision to minimize the cost of reorganizing the system by utilizing existing buildings when possible. The estimated immediate minimal annual cost savings is just under $700,000.

FIGURE II-Six

SYNOPSIS OF SCENARIO ANALYSIS
POLICY OPTION V
BY TYPE OF RECOMMENDATION

School Closings

Community	School Name
East Side	John Howland
Elmwood	Lexington Avenue
Mount Pleasant	Academy Avenue Francis Crowley
North End	Veazie Street
Silver Lake/Hartford	Ralph Street Laurel Hill
West End	Althea Street Willow Street

Neighborhood K-8

Community	School Name
East Side	Martin Luther King Nathan Bishop
Elmwood	Sackett Street Gilbert Stuart
Federal Hill	Carl G. Lauro Samuel Bridgham
Mount Pleasant	Robert F. Kennedy Nathanael Greene George J. West
North End	Windmill Street Esek Hopkins
Olneyville	William D'Abate
Reservoir	Reservoir *
Silver Lake/Hartford	Oliver Hazard Perry Webster Avenue
South Providence	Mary E. Fogarty Roger Williams
Washington Park	Broad Street*
West End	Asa Messer

*School will remain open until replacement facility is completed.

FIGURE II- Six (Continued)

Neighborhood K-8 with Language Center

Community	School Name
Fox Point	Fox Point School
West End	Vineyard Street School

Model Magnet K-8

Community	School Name
Smith Hill	Camden Avenue
South Providence	Edmund Flynn

Replacement Schools

Community	School Name
Washington Park	Broad Street*
West End	(Althea Street (Willow Street
Reservoir	Reservoir Avenue *

*School will remain open until replacement facility is completed.

Source: URI Study Team, July, 1980

FIGURE II-Seven

SCENARIO OF POLICY OPTION V

Phase in K-8	Phase in Closings
Martin Luther King	John Howland
Nathan Bishop	Lexington Avenue
Sackett Street	Academy Avenue
Gilbert Stuart	Francis Crowley
Carl G. Lauro	Veazie Street
Samuel Bridgham	Ralph Street
Fox Point (Language Center)	Laurel Hill Avenue
Robert F. Kennedy	Althea Street
George J. West	Willow Street
Nathanael Greene	
Windmill Street	
Esek Hopkins	
William D'Abate	
Webster Avenue	
Oliver Hazard Perry	
Camden Avenue (Model Magnet)	
Edmund Flynn (Model Magnet)	
Mary E. Fogarty	
Roger Williams	
Asa Messer	
Vineyard Street (Language Center)	

Replacement Schools
Broad Street *
Althea Street and Willow Street
Reservoir Avenue *

*School will remian open until replacement facility is completed.

Source: URI Study Team, July, 1980

TABLE II-Twenty-Eight

SYNOPSIS OF POLICY OPTION V BY COMMUNITY

COMMUNITY STUDY DISTRICT	SCHOOL	OPTION IV RECOMMENDATIONS
I East Side	King	Renovate to K-8
	Howland	Close
	Bishop	Renovate to K-8
II Elmwood	Lexington Ave.	Close
	Sackett St.	Renovate to K-8
	Stuart	Renovate to K-8
III Federal Hill	Lauro	Renovate to K-8
	Bridgham	Renovate to K-8
IV Fox Point	Fox Point	Renovate to K-8 with Language Center
V Mt. Pleasant	Kennedy	Renovate to K-8
	Academy Ave.	Close
	West	Renovate to K-8
	Greene	Renovate to K-8
	Crowley	Close
VI North End	Veazie St.	Close
	Windmill St.	Renovate to K-8
	Hopkins	Renovate to K-8
VII Olneyville	D'Abate	Renovate to K-8
VIII Reservoir	Reservoir Ave.	Replace with K-8*
IX Silver Lake/ Hartford	Ralph St.	Close
	Webster Ave.	Renovate to K-8
	Laurel Hill	Close
	Perry	Renovate to K-8
X Smith Hill	Camden Ave.	K-8 Model Magnet
XI South Providence	Flynn	K-8 Model Magnet
	Fogarty	Renovate to K-8
	Williams	Renovate to K-8
XII Washington Park	Broad St.	Replace with K-8*
XIII West End	Althea St.	Close and replace both
	Willow St.	schools with one
	Asa Messer	Renovate to K-8
	Vineyard St.	Renovate to K-8 with Language Center

*School will remain open until replacement facility is completed.
Source: URI Study Team, July, 1980

CITY-WIDE COMMUNITY ANALYSIS - OPTION V
K-8 BY COMMUNITY CAPACITY (a), PEAK PROJECTED ATTANDANCE, AND LATENT DEMAND

COMMUNITY STUDY DISTRICT	SCHOOL	Option V		Community Capacity Option V	1990 5-14 Public School Proj. Atten.	1990 Latent Demand	
		Open	Number of Schools			Surplus Seats	Deficit Seats
I East Side	King	x					
	Howland						
	Bishop	x	2	1,300	1,575	—	-275
II Elmwood	Lexington Ave.						
	Sackett St.	x					
	Stuart	x	2	1,300	1,600	—	-300
III Federal Hill	Lauro	x					
	Bridgham	x	2	1,300	650	+650	—
IV Fox Point	Fox Point	x	1	650	475	+175	—
V Mt. Pleasant	Kennedy	x					
	Academy West	x	3	1,950	1,850	+100	—
	Greene	x					
	Crowley						
VI North End	Veazie St.						
	Windmill St.	x					
	Hopkins	x	2	1,300	1,125	+175	—
VII Olneyville	D'Abate	x	1	650	450	+200	—
VIII Reservoir	Reservoir Ave.	x	1	650(c)	200	+450	—
IX Silver Lake/ Hartford	Ralph Street						
	Webster Ave.	x					
	Laurel Hill		2	1300	1,375	—	-75
	Perry	x					
X Smith Hill	Camden Ave. (b)	x	1	650	700	—	-50
XI South Providence	Flynn (b)	x					
	Fogarty	x					
	Williams	x	3	1,950	1,775	+175	—
XII Washington Park	Broad St.	x	1	650(c)	1,125	—	-475
XIII West End	Althea St.						
	Asa Messer	x					
	Willow St.						
	Vineyard St.	x	3(c)	1,950(c)	1,550	+400	
	TOTAL:		24	15,600	14,450	2,325	1,175

(a) Assume 650 capacity. (b) City-wide Magnet. (c) Assumes replacement school (Althea & Willow Street Schools will be replaced by one neighborhood school).

Source: URI Study Team, July, 1980.

Economic Comparisons of Options IV and V

There are several differences between Options IV and V that have consequences for the School Department budget. While Option V entails keeping 24 K-8 schools open, Option IV retains only 23 schools. This is achieved by keeping the Webster Avenue and Nathanial Greene schools open, and closing the Academy Avenue School - as compared with their status under Option IV. Utilizing the comparisons developed in earlier stages of the study, the economic impact of change can be examined upon the current operating budget in terms of the reduction of that budget made possible by closing schools, upon the prospective operating budget of a K-8 system, and upon the capital budget necessary to bring the system to the recommended configuration and capacity. Estimates of the impact of the school closings recommended under these options on the current operating budget have been prepared. These estimates - the "minimal savings as a result of closing schools" amount to $922,280--$955,289 for Option IVb and IVa respectively and to $682,976 for Option V. (Tables II-Seventeen, II-Eighteen, and II-Twenty-Three). Depending on which variant of Option IV is considered, the difference $239,304-$272,313 is approximately equal to the saving that could be realized if either West or Greene were closed since the saving from closing Academy is virtually identical to the cost of keeping Webster open.

The saving in the operating budget of the current system of just over $680,000 is significant. However, it probably understates the actual saving that will be realized, for several reasons. It does not take into account the impact of inflation, which is reflected already in the 1980-81 school budget, and in subsequent years. If inflation is assumed to continue at 7% per year for the next 10 years - and real costs of operating these schools were not to increase the school budget would have to include over $1,340,000 in 1990-91 to simply keep these schools open. Alternately, if these 1979-80 funds were used to retire 20 year municipal bonds used for school rehabilitation and construction, these funds could retire $4,235,000 at 7% interest, almost enough to build one replacement school (The use of bonds to finance needed construction is discussed in more detail below). This estimate of savings similarly does not take into account any cost savings due to improved utilization of teachers and central administrative personnel, which could be significant, but which can not be estimated currently. It must be recognized that there may be some increase in transportation costs associated with operating fewer schools, for some children will live at a greater distance from their new school than at present. These additional costs, however should be relatively small, particularly when the full K-8 system is implemented.

It is possible to make a very preliminary estimate of the cost of operating the typical K-8 school, based on current cost levels, operating procedures, and staffing patterns. (Table II-Thirty). Following current budgeting procedure, this cost is estimated to be $665,000 for an "average" 650-student school. (Alternately, using the accounting basis followed in developing "adjusted" school budgets for this study, the cost is $837,000). This suggests a significant reduction in per pupil cost over current levels of expenditure. Comparing current operation for the elementary and middle schools, which cost approximately $16,250,000 in 1979-1980, with an Option IV K-8 system estimated to cost $15,272,000, reveals a saving of just under $1 million, while an Option V K-8 system, with 24 rather than 23 schools, is estimated to cost $15,935,000 for a saving of $315,000. It should be noted that the prototype school is staffed by more teachers than currently employed in the elementary and middle schools, 690 under Option IV and 720 under Option V, resulting in a significantly lower student-teacher ratio, approximately 22, than at present. Thus, if decreased student-teacher ratios impact the quality of education, that offered in the prototype K-8 school would be

TABLE II-Thirty

PRELIMINARY ESTIMATE OF PROTOTYPE K-8 ELEMENTARY SCHOOL OPERATING COSTS

(approximate costs)	
30 Teachers (@ $18,313)	$550,000
2 Principals +	50,000
3 Clerks	24,000
3 Custodians *	33,000
Sub Total : Salaries	$657,000
Employee Benefits * (21% of total salaries)	140,000
Fuel @ $0.375/sq.ft. (1.25/gal.)	30,000
Electricity	10,000
Total	$837,000

*Not currently carried in individual school budgets as currently budgeted custodial salaries and employee benefits are not included in individual school budgets. On this basis, cost per school is estimated to be $664,000 or $15,272,000 for the twenty-three schools, compared to $16,250,000 for thirty-two current elementary and middle schools operated under Option IV and $15,935,000 for twenty-four schools under Option V.

+One is an assistant principal.

better than currently possible and at a lower cost. While Option V is more expensive to operate than Option IV because it includes one more school, it appears to provide a slightly better distribution of seats relative to prospective demand. This is discussed further in the discussion of capacity, below.

The capital expenditures necessary to implement a K-8 system are significant. This is, however, less due to the fact of grade reorganization than to the generally poor conditions of the physical plant of the Providence School System. Due to the age of the schools currently in operation and the fact that there has been extensive deferral of maintenance, there is a substantial need for repair, rehabilitation, or replacement of virtually every elementary and middle school in the system. While the schools suggested for closing in Option IV and V are generally the oldest and smallest - and hence, those where significant capital expenditures are least justifiable - every school in the proposed K-8 system will require some capital expenditure. Thus, even Bridgham Middle School will require modifications to accept kindergarten students as well as other younger elementary students.Based on a preliminary detailed inventory of building characteristics, the need for renovations and additions to schools under Option IV and V have been estimated (Table II-Thirty-One and Table II-Thirty-Two). Based on these estimates of space need, the cost of renovations and additions for Option IV is estimated to be $12 million. To this must be added the cost of three replacement schools - estimated at $18 million. The capital costs to implement Option V are virtually identical - $30 million.

Financing Construction

The cost of bonding this construction, over a 20-year period on a fully amortized basis would be $2,832,000 per year at 7% interest or $3,056,000 at 8%. While this is a substantial cost, between 20% and 25% would be covered by the savings in the current operating budget realized by the school closings, recommended in Option V. To the extent that additional savings are realized as a consequence of reorganization, these can also be applied to retire the construction debt. It is important to recognize that these estimated are preliminary, pending the School Committee's decision to act on closings and reorganization, and will require further architechtural and economic evaluation before they can be refined. Nonetheless, it appears quite likely that this estimate overstates the additional cost to be borne by Providence taxpayers.

Based on detailed discussions with Deputy Superintendent Matoian, it appears that much of the repair and renovation work necessary for the implementation of a K-8 system is already the object of School Committee examination in the bond issue now under consideration. As was noted earlier, much of this work is simply "catching up" on deferred maintenance. Moreover, since a significant portion of this work is related to energy use (e.g. boilers, windows, lighting) it may be eligible for 50% federal reimbursement, permitting short term borrowing at lower cost. (Notice that if increased energy efficiency is in fact achieved by implementing these repairs, additional operating budget savings are possible beyond those estimated here). In summary, it appears that the net construction budget required to implement K-8 reorganization is closer to $20 million, required annual debt service of between $1,900,000 and $2,040,000, with at least half of this cost available from savings in the school operating budget.

TABLE II-Thirty-One
K-8 SYSTEM: PRELIMINARY CONSTRUCTION AND RENOVATION NEEDS- OPTION IV

COMMUNITY STUDY DISTRICT	K-8 SYSTEM SCHOOLS	Open	Ia Elem./Renov. to K-8 Standard	Ib Middle/Renov. to K-8 Standard	IIa Addition of Ancillary Facilities		IIb Addition of Special Purpose Classrooms		IIc Addition of Regular Classrooms		III Replacement Schools
					Cafetorium	Gymnasium	Kindergarten	Other	# of rooms	# of seats	
I East Side	King	X	X		C			5	3	75	
	~~[illegible]~~										
	Bishop	X		X			K				
II Elmwood	~~Lexington Ave.~~										
	Sackett St.	X	X		C	G		5	10	250	
	Stuart	X		X			K				
III Federal Hill	Lauro	X	X								
	Bridgham	X		X			K				
IV Fox Point	Fox Point	X	X					5	8	200	
V Mt. Pleasant	Kennedy	X	X		C			5	5	125	
	Academy Ave.	X	X		C	G		5	15	375	
	West (One will Greene remain)	X		X			K				
	~~Crowley~~										
VI North End	~~Veazie St.~~										
	Windmill St.	X	X								
	Hopkins	X		X			K		5	125	
VII Olneyville	D'Abate	X	X					5	10	250	
VIII Reservoir	Reservoir Ave.	*									X
IX Silver Lake/ Hartford	~~Ralph Street~~										
	~~Webster Ave.~~										
	~~Laurel Hill Ave.~~										
	Perry	X		X			K				
X Smith Hill	Camden Ave.	X	X		C			2			
XI South Providence	Flynn	X	X					1			
	Fogarty	X	X		C			5	4	100	
	Williams	X		X			K				
XII Washington Park	Broad St.	*									X
XIII West End	~~Althea St.~~	+									+
	Asa Messer	X	X					5	7	175	
	~~Willow St.~~	+									+
	Vineyard St.	X	X		C	G		5	6	150	
	TOTAL:	23	13	7	7	3	7	48	73	1,825	3

Source: URI Study Team's Facility Evaluation, June, 1980 (See Glossary of Terms)
* Replacement School
C = Cafetorium G = Gymnasium
+ Replace Althea and Willow with one school.

TABLE II-Thirty-Two

K-8 SYSTEM: PRELIMINARY CONSTRUCTION AND RENOVATION NEEDS - OPTION V

COMMUNITY STUDY DISTRICT	K-8 SYSTEM SCHOOLS	Open	Ia Elem./Renov. to K-8 Standard	Ib Middle/Renov. to K-8 Standard	IIa Addition of Ancillary Facilities		IIb Addition of Special Purpose Classrooms		IIc Addition of Regular Classrooms		III Replacement Schools
					Cafetorium	Gymnasium	Kindergarten	Other	# of rooms	# of seats	
I East Side	King	X	X		C			5	3	75	
	~~[illegible]~~										
	Bishop	X		X			K				
II Elmwood	~~Lexington Ave.~~										
	Sackett St.	X	X		C	G		5	10	250	
	Stuart	X		X			K				
III Federal Hill	Lauro	X	X								
	Bridgham	X		X			K				
IV Fox Point	Fox Point	X	X					5	8	200	
V Mt. Pleasant	Kennedy	X	X		C			5	5	125	
	~~Academy Ave.~~										
	West	X		X			K				
	Greene	X		X			K				
	~~[illegible]~~										
VI North End	~~Veazie St.~~										
	Windmill St.	X	X								
	Hopkins	X		X			K		5	125	
VII Olneyville	D'Abate	X	X					5	10	250	
VIII Reservoir	Reservoir Ave.	*									X
IX Silver Lake/ Hartford	~~Ralph Street~~										
	Webster	X	X		C	G		5	11	275	
	~~Laurel Hill Ave.~~										
	Perry	X		X			K				
X Smith Hill	Camden Ave.	X	X		C			2			
XI South Providence	Flynn	X	X					1			
	Fogarty	X	X		C			5	4	100	
	Williams	X		X			K				
XII Washington Park	Broad St.	*									X
XIII West End	~~Althea St.~~	+									+
	Asa Messer	X	X					5	7	200	
	~~Willow St.~~	+									+
	Vineyard St.	X	X		C	G		5	6	150	
	TOTAL:	24	13	8	7	3	8	48	69	1,750	3

* Replacement School
C = Cafetorium G = Gymnasium
+ Replace Althea and Willow with one school.

Source: URI Study Team's Facility Evaluation, July, 1980 (See Glossary of Terms)

Cost and Capacity: City-wide and Neighborhood Perspectives

Among the differences between Option IV and Option V, there are differences in both the capacity available, that is, the total number of available K-8 classroom seats, and in their distribution around the city. A comparison of the capacity and demand entries in Table II-Thirty-Three with those in Table II-Thirty-Four, indicates that Option V increases K-8 capacity city-wide by 650 useable seats. This increases the excess supply of seats city-wide by an equal amount over the projected peak enrollment in 1990. Moreover, since both West and Greene are open in Option V, non-regular classroom seats are also increased by 350 to a total of 1,875. (Tables II-Thirty-Five and II-Thirty-Six). These changes are offset by a reduction in the shortage of seats in the Silver Lake-Hartford neighborhood from 715 to 65, thereby removing the need for those students to attend schools in adjacent neighborhoods with seats available. The cost of alleviating this neighborhood "hardship" is borne city-wide in increased projected system operating costs of nearly $1 million, which is the cost of 24 rather than 23 K-8 schools mentioned earlier plus the loss of savings from closing one of West or Greene ($664,000 + $272,000 = $936,000). This comparison highlights the "trade-off" between excess capacity and operating cost, and indicates a persistent dilemma for the Providence School Committee: Should city-wide cost be reduced at the expense of individual neighborhood's needs? This is not a simple issue, nor is it one where purely technical criteria can provide answers. Further examination of the capacity and demand projections referred to above, reveals other equally important imbalances. For example, Federal Hill will have a surplus of at least 650 seats for the next 20 years. Closing Lauro would eliminate this excess and save approximately $1 million, as well as reduce the city-wide surplus from 1150 seats to 500. There is also a shortage of seats in Washington Park, after the Broad Street replacement school is built. Here the dilemma is perhaps clearest, since the cost of the replacement school and its companion in the Reservoir neighborhood could be 88% covered - on a bonded basis, - by the $1 million saving if the excess capacity at Lauro or Greene were eliminated. There is a similar situation in the West End, where a replacement school is needed for Althea and Willow. In considering these trade-offs of cost against capacity, city-wide interest against neighborhood need, it should be recognized that, because of the method of establishing K-8 capacity used in this study, even if the K-8 system were to have no "rated surplus capacity" there would still be at least 1500 unused non-regular classroom seats in a total of nine schools around the city that could be used if demand in neighborhoods is excessive. The Providence School Committee's decision on how to reconcile these conflicting goals is a difficult one, but one which must be made. A key consideration is that retaining excess building capacity leaves less money available for programs, teachers, and other pupil support personnel.

TABLE II-Thirty-Three
COMMUNITY CAPACITY, PROJECTED PUBLIC SCHOOL ATTENDANCE, LATENT DEMAND FOR 1980, 1985, 1990, 1995 and 2000 FOR POLICY OPTION IV

COMMUNITY STUDY DISTRICT	SCHOOL UNDER OPTION V	K-8 CAPACITY	ACTUAL 1980 5-14 PUBLIC SCHOOL ATTENDANCE	1980 LATENT DEMAND	1985 PROJECTED 5-14 PUBLIC SCHOOL ATTENDANCE	1985 LATENT DEMAND	1990 PROJECTED 5-14 PUBLIC SCHOOL ATTENDANCE	1990 LATENT DEMAND	1995 PROJECTED 5-14 PUBLIC SCHOOL ATTENDANCE	1995 LATENT DEMAND	2000 PROJECTED 5-14 PUBLIC SCHOOL ATTENDANCE	2000 LATENT DEMAND
I East Side	King Bishop	1,300	1,463	-163	1,480	-180	1,575	-275	1,640	-340	1,400	-100
II Elmwood	Sackett St. Stuart	1,300	1,748	-448	1,778	-478	1,600	-300	1,595	-295	1,500	-200
III Federal Hill	Lauro* Bridgham	1,300	552	+748	610	+690	650	+650	635	+665	600	+700
IIV Fox Point	Fox Point	650	406	+244	435	+215	475	+175	510	+140	475	+175
V Mt.Pleasant	Kennedy West Greene	1,950	1,668	+282	1,735	+215	1,850	+100	1,800	+150	1,675	+275
VI North End	Windmill St. Hopkins	1,300	1,036	+264	1,075	+225	1,125	+175	1,140	+160	1,150	+150
VII Olneyville	D'Abate	650	430	+220	440	+210	450	+200	425	+225	400	+250
VIII Reservoir	Reservoir Ave.	650**	157	+493	215	+435	200	+450	195	+455	175	+475
IX Silver Lake/ Hartford	Perry Webster Ave.	650	1,294	-644	1,320	-670	1,375	-725	1,365	-715	1,275	-625
X Smith Hill	Camden Ave.+	650	589	+61	755	-105	700	-50	625		500	+150
XI South Providence	Flynn+ Fogarty Williams	1,950	1,483	+467	1,660	+290	1,775	+175	1,825	+125	1,625	+325
XII Washington Park	Broad Street	650**	997	-347	950	-300	1,125	-475	1,020	-370	900	-250
XIII West End	Asa Messer Vineyard St. ++	*** 1,950	1,590	+360	1,665	+285	1,550	+400	1,515	+435	1,450	+500
CITYWIDE	TOTAL:	14,950	13,413	+1,177	14,118	+832	14,450	+500	13,940	+660	13,125	+1,825

* Excludes Kenyon Spec. Ed. Center (1 wing)
** Assumes replacement school
*** Assumes replacement school for Althea and Willow and further addition to Messer
+ City-wide Magnet
++ Vineyard Street School is located in Census Tract 3 but for purposes of this study is considered part of the West End.

Source: K-8 Capacity under Option IV - URI Study Team, June, 1980 (Assumes 650 seats per school);
1980 5-14 Public School Attendance - Providence School Department Census Tract Summary Report, January, 1980
1985-2000 Projected 5-14 Public School Attendance - URI Study Team, June, 1980 (See Glossary of Terms)

TABLE II-Thirty-Four
COMMUNITY CAPACITY, PROJECTED PUBLIC SCHOOL ATTENDANCE, LATENT DEMAND FOR 1980, 1985, 1990, 1995 and 2000 FOR POLICY OPTION V

COMMUNITY STUDY DISTRICT	SCHOOL UNDER OPTION V	K-8 CAPACITY	ACTUAL 1980 5-14 PUBLIC SCHOOL ATTENDANCE	1980 LATENT DEMAND	1985 PROJECTED 5-14 PUBLIC SCHOOL ATTENDANCE	1985 LATENT DEMAND	1990 PROJECTED 5-14 PUBLIC SCHOOL ATTENDANCE	1990 LATENT DEMAND	1995 PROJECTED 5-14 PUBLIC SCHOOL ATTENDANCE	1995 LATENT DEMAND	2000 PROJECTED 5-14 PUBLIC SCHOOL ATTENDANCE	2000 LATENT DEMAND
I East Side	King Bishop	1,300	1,463	-163	1,480	-180	1,575	-275	1,640	-340	1,400	-100
II Elmwood	Sackett St. Stuart	1,300	1,748	-448	1,778	-478	1,600	-300	1,595	-295	1,500	-200
III Federal Hill	Lauro* Bridgham	1,300	552	+748	610	+690	650	+650	635	+665	600	+700
IIV Fox Point	Fox Point	650	406	+244	435	+215	475	+175	510	+140	475	+175
V Mt.Pleasant	Kennedy West Greene	1,950	1,668	+282	1,735	+215	1,850	+100	1,800	+150	1,675	+275
VI North End	Windmill St. Hopkins	1,300	1,036	+26[illegible]	1,075	+225	1,125	+175	1,140	+160	1,150	+150
VII Olneyville	D'Abate	650	430	+220	440	+210	450	+200	425	+225	400	+250
VIII Reservoir	Reservoir Ave.	650**	157	+493	215	+435	200	+450	195	+455	175	+475
IX Silver Lake/ Hartford	Perry Webster Ave.	1,300	1,294	+ 6	1,320	- 20	1,375	-75	1,365	-65	1,275	+25
X Smith Hill	Camden Ave.+	650	589	+61	755	-105	700	-50	625	+25	500	+150
XI South Providence	Flynn+ Fogarty Williams	1,950	1,483	+467	1,660	+290	1,775	+175	1,825	+125	1,625	+325
XII Washington Park	Broad Street	650**	997	-347	950	-300	1,125	-475	1,020	-370	900	-250
XIII West End	Asa Messer Vineyard St. ++	*** 1,950	1,590	+360	1,665	+285	1,550	+400	1,515	+435	1,450	+500
CITYWIDE	TOTAL:	15,600	13,413	+1,827	14,118	+1,482	14,450	+1,150	13,940	+1,310	13,125	+2,475

* Excludes Kenyon Spec. Ed. Center (1 wing)
** Assumes replacement school
*** Assumes replacement school for Althea and Willow and further addition to Messer
+ City-wide Magnet
++ Vineyard Street School is located in Census Tract 3 but for purposes of this study is considered part of the West End.

Source: K-8 Capacity under Option IV - URI Study Team, June, 1980 (Assumes 650 seats per school);
1980 5-14 Public School Attendance - Providence School Department Census Tract Summary Report, January, 1980
1985-2000 Projected 5-14 Public School Attendance - URI Study Team, June, 1980 (See Glossary of Terms)
1980-2000 Latent Demand - URI Study Team, June, 1980 (See Glossary of Terms)

TABLE II-Thirty-Five

K-8 SYSTEM SCHOOLS OPEN UNDER OPTION IV VARIATION FROM PROTOTYPE K-8 SCHOOL CAPACITY AND REPLACEMENT SCHOOLS

COMMUNITY STUDY DISTRICT	SCHOOL	FINAL REVISED CAPACITY	NEEDED ADDITION CLASSROOM SEATS	EXTRA NON-REGULAR CLASSROOM SEATS	REPLACEMENT SCHOOLS
I East Side	King	575	75		
	~~Howland~~				
	Bishop	925		275	
II Elmwood	~~Lexington Ave.~~				
	Sackett St.	400	250		
	Stuart	900		250	
III Federal Hill	Lauro	675		25	
	Bridgham	750		100	
IV Fox Point	Fox Point	450	200		
V Mt. Pleasant	Kennedy	525	125		
	Academy Ave.	275	375	50	
	West	700		(350)	
	(Greene)	(1000)			
	~~Crowley~~				
VI North End	~~Veazie St.~~			100	
	Windmill St.	750			
	Hopkins	525	125		
VII Olneyville	D'Abate	400	250		650
VIII Reservoir	Reservoir Ave.	175			
IX Silver Lake/ Hartford	~~Ralph Street~~				
	~~Webster Ave.~~				
	~~Laurel Hill Ave.~~			300	
	Perry	950		100	
X Smith Hill	Camden Ave.	750		50	
XI South Providence	Flynn	700	100		
	Fogarty	550		275	
	Williams	925			650
XII Washington Park	Broad St.	550			650
XIII West End	~~Aitchew St.~~				
	Asa Messer *	300*	200		
	~~Willow St.~~				
	Vineyard St.	500	150		
	TOTAL:	13,250	1,850	1,525	1,950

Source: URI Study Team, June, 1980 (See Glossary of Terms)

* Addition of 150 seats is currently under construction.

TABLE II-Thirty-Six

K-8 SYSTEM SCHOOLS OPEN UNDER OPTION V VARIATION FROM PROTOTYPE K-8 SCHOOL CAPACITY AND REPLACEMENT SCHOOLS

COMMUNITY STUDY DISTRICT	SCHOOL	FINAL REVISED CAPACITY	NEEDED ADDITION CLASSROOM SEATS	EXTRA NON-REGULAR CLASSROOM SEATS	REPLACEMENT SCHOOLS
I East Side	King	575	75		
	~~Moorland~~				
	Bishop	925		275	
II Elmwood	~~Lexington Ave.~~				
	Sackett St.	400	250		
	Stuart	900		250	
III Federal Hill	Lauro	675		25	
	Bridgham	750		100	
IV Fox Point	Fox Point	450	200		
V Mt. Pleasant	Kennedy	525	125		
	~~Academy Ave.~~				
	West	700		50	
	Greene	1,000		150	
	~~Bradley~~				
VI North End	~~Veazie St.~~				
	Windmill St.	750		100	
	Hopkins	525	125		
VII Olneyville	D'Abate	400	250		650
VIII Reservoir	Reservoir Ave.	175			
IX Silver Lake/ Hartford	~~Ralph Street~~				
	Webster	375	275		
	~~Laurel Hill Ave.~~				
	Perry	950		300	
X Smith Hill	Camden Ave.	750		100	
XI South Providence	Flynn	700		50	
	Fogarty	550	100		
	Williams	925		275	650
XII Washington Park	Broad St.	550			650
XIII West End	~~Althea St.~~				
	Asa Messer *	200*	200		
	~~Willow St.~~				
	Vineyard St.	500	150		
	TOTAL:	14,350	1,750	1875	1,950

* Addition of 150 seats is currently under construction.

Source: URI Study Team, July, 1980 (See Glossary of Terms)

Components for a K-8 System

Capacity

The physical capacity of each school building has been an important consideration in the analysis and development of policy options. Analysis of the quality of the physical plant of the system and of the cost of operating that plant has been undertaken on the assumption that inefficient utilization of buildings was undesirable since it wasted resources that could be better spent on instruction. Initial examination revealed that nearly half the schools in the system were being utilized at less than 70 percent of their nominal capacity and that these schools were extremely expensive to operate on a per pupil basis. Overall, the system is operating at approximately 65 percent of nominal capacity. The pupil "load" on a building (ie. the enrollment divided by the nominal capacity) was closely correlated to efficiency of operation. This was a major decision criterion. Moreover, one goal of this study was to identify the potential for reducing operating costs by removing unnecessary capacity. The estimates of each building's capacity thus became a key variable.

Estimates of nominal capacity are prepared by each school's principal, most recently in the process of updating the Individual School Profiles in late 1979. When these estimates (ie. 1979-1980 capacity) were tabulated and compared with the capacity estimates used in the Phase I Report (ie. 1978-1979 capacity), major changes in system capacity became evident (Table II-Thirty-Seven). With few exceptions, the more recent estimates reduce capacity, in many cases, substantially. Upon examination, there was no formula and little basis either for the reductions or, more critically, for the estimates themselves. In the reorganization feasibility study, any policy option involving the closing of buildings must guarantee that all children desiring to attend the public schools be able to do so. Thus the capacity of the system measured in terms of seats must be approximately 110 percent of the expected enrollment level in order that there is some flexibility in the system, and that capacity must be distributed around the city in a manner similar to the distribution of students.

In order to verify the capacity estimates currently in use, four sources of information were utilized. First, members of the study team visited all schools currently operating. Second, the information gathered on these site visits was used as the basis for discussion with the Deputy Superintendent, Mr. Matoian. Third, a detailed examination of the 1977 Rhode Island Junior College School Facilities Survey was made; and fourth, a structured survey instrument was prepared. Each elementary and middle school principal responded to the survey, indicating the number and type of classrooms available in his/her school. Based on the results of this survey, new standardized capacity estimates were prepared for each school. (Table II-Thirty-Eight).

The revised capacity estimates prepared by the study team are preliminary estimates of the physical capacity of each school. They utilize a simple formula which assumes that each standard classroom has a capacity of 25 children. (Table II-Thirty-Nine). (Every full-sized classroom in the

TABLE II-Thirty-Seven
ANALYSIS OF SCHOOL CAPACITY

COMMUNITY	SCHOOL	1978-79	1979-80	URI STUDY TEAM CAPACITY
I East Side	King	700	650	575
	Howland	325	324	350
	Bishop	1,300	800	925
II Elmwood	Lexington Ave.	375	349	325
	Sackett St.	500	505	400
	Stuart	1,075	975	900
III Federal Hill	Lauro	1,070	671	675+
	Bridgham	800	700	750
IV Fox Point	Fox Point	530	517	450
V Mount Pleasant	Kennedy	630	586	525
	Academy Ave.	320	320	275
	West	1,100	800	700
	Greene	850	900	1000
	Crowley	340	293	225
VI North End	Veazie St.	700	694	575
	Windmill St.	650	710	750
	Hopkins	650	700	525
VII Olneyville	D'Abate	500	500	400
VIII Reservoir	Reservoir Ave.	240	212	175
IX Silver Lake/ Hartford	Ralph St.	300	235	200
	Webster Ave.	480	370	375
	Laurel Hill	432	432	450
	Perry	850	870	950
X Smith Hill	Camden Ave.	550	806	750
XI South Providence	Flynn	625	500	700
	Fogarty	600	625	550
	Williams	800	835	925
XII Washington Park	Broad St.	630	613	550
XIII West End	Althea St.	280	262	175
	Asa Messer	390	297	300
	Willow St.	264	210	175
	Vineyard St.*	459	455	500
	TOTALS:	19,315	17,716	17,100

SOURCES: 1978-79 CAPACITY: Providence School Department
1979-80 CAPACITY: Individual School Profiles, Spring 1979 (Update, October, 1979)

URI STUDY TEAM CAPACITY: Survey of Principals, Apr. 1980. See Text.

+Excludes wing now used by Kenyon Special Education Center.

*Vineyard Street School is located in Census Tract 3 but for purposes of this study is considered part of the West End.

TABLE II-Thirty-Eight
ESTABLISHMENT OF APPROPRIATE SCHOOL BUILDING CAPACITY

COMMUNITY	SCHOOL	PRESENT GRADE STRUCTURE	PEAK ENROLLMENT AND YEAR		1979-80 PSD CAPACITY	1979-80 ENROLL-MENT	1979 LOAD	URI STUDY TEAM CAPACITY
			Enrollment	Year				
I East Side	King	K-3	639	1977	650	449	.69	575
	Howland	4-5	256	1979	324	238	.73	350
	Bishop	6-8	595	1977	800	584	.73	925
II Elmwood	Lexington Ave.	K-4	372	1978	349	326	.93	325
	Sackett St.	K-5	384	1978	505	354	.70	400
	Stuart	6-8	917	1975	975	745	.76	900
III Federal Hill	Lauro	K-5	475	1976	671	316	.47	675
	Bridgham	5-8	714	1979	700	660	.94	750
IV Fox Point	Fox Point	K-5	474	1978	517	385	.74	450
V Mount Pleasant	Kennedy	K-6	550	1978	586	496	.85	525
	Academy Ave.	K-5	319	1977	320	263	.82	275
	West	6-8	849	1975	800	633	.79	700
	Greene	6-8	775	1975	900	537	.60	1000
	Crowley	K-5	299	1975	293	236	.81	225
VI North End	Veazie St.	K-5	470	1975	694	270	.39	575
	Windmill St.	K-5	436	1975	710	227	.32	750
	Hopkins	6-8	554	1975	700	350	.50	525
VII Olneyville	D'Abate	K-4	495	1979	500	374	.75	400
VIII Reservoir	Reservoir Ave.	K-5	171	1979	212	152	.72	175
IX Silver Lake/ Hartford	Ralph St.	K-1	211	1978	235	193	.82	200
	Webster Ave.	K-4	310	1975	370	246	.66	375
	Laurel Hill	2-4	349	1977	432	275	.64	450
	Perry	5-8	848	1975	870	578	.66	950
X Smith Hill	Camden Ave.	K-4	502	1977	806	394	.49	750
XI South Providence	Flynn	K-5	560	1975	500	475	.95	700
	Fogarty	K-4	558	1974	625	358	.57	550
	Williams	6-8	753	1975	835	695	.83	925
XII Washington Park	Broad St.	K-5	620	1975	613	594	.97	550
XIII West End	Althea St.	K-2	175	1976	262	154	.59	175
	Asa Messer	3-5	287	1975	297	154	.52	300
	Willow St.	K-3	224	1979	210	209	1.00	175
	Vineyard St.	K-4	321	1980	455	321	.71	500
	TOTALS:		15,462		17,716	12,241		17,100

Source: Individual School Profiles, Spring 1979 (Update, October, 1979); A Report on the Feasibility of a Grade Level Reorganization for the Providence School System, April 24, 1979, Table XVIII and URI Study Team, June, 1980.
See Glossary of Terms.

TABLE II-Thirty-Nine

TABULATION OF NUMBER OF REGULAR CLASSROOMS

COMMUNITY STUDY DISTRICT	SCHOOL	NUMBER OF REGULAR CLASSROOMS
I East Side	King	23
	Howland	14
	Bishop	37
II Elmwood	Lexington Ave.	13
	Sackett St.	16
	Stuart	36
III Federal Hill	Lauro	27*
	Bridgham	30
IV Fox Point	Fox Point	18
V Mt. Pleasant	Kennedy	21
	Academy Ave.	11
	West	28
	Greene	40
	Crowley	9
VI North End	Veazie St.	23
	Windmill St.	30
	Hopkins	21
VII Olneyville	D'Abate	16
VIII Reservoir	Reservoir Ave.	7
IX Silver Lake/ Hartford	Ralph Street	8
	Webster Ave.	15
	Laurel Hill Ave.	18
	Perry	38
X Smith Hill	Camden Ave.	30
XI South Providence	Flynn	28
	Fogarty	22
	Williams	37
XII Washington Park	Broad St.	22
XIII West End	Althea St.	7
	Asa Messer	12**
	Willow St.	7
	Vineyard St.*	20
	TOTAL:	684

Source: Survey of Providence School Department
Principals, April, 1980

* One Wing Only

**Excluding 6 classrooms currently under construction.

system is in fact more than adequate to house 25 children. Rooms typically have seating for at least 25 and frequently more). Special purpose classrooms for music, art, science, home economics, and shop are available in some schools, primarily middle schools. These special purpose classrooms are excluded from the revised capacity estimates since their utilization is restructed for both physical and educational reasons.

Before further planning is undertaker, these revised capacity estimates must be validated by additional site visits and modified to take educational program criteria into account. These modifications may have the effect of reducing capacity but will in every case be based on the consistent application of objective standards to all schools. Final validation and modification will be undertaken using a detailed questionnaire and by consultation with the Providence School Department staff.

Based on discussions with the Deputy Superintendent, some of the differences between the principals' estimates and those of the study team have become clear. Many principals (but not all) base their estimates of capacity on the assumption of 28 students per classroom rather than the 25 used by the study team. In addition, in schools where half-day kindergartens are held, some principals add two kindergarten students to capacity for each seat rather than the one used by the study team. Since the study team estimates are of seat capacity and are intended to reflect the potential of a building for housing students in an appropriate educational environment in a K-8 system, the URI estimates in fact present a reasonable picture of each building's current potential for use under a reorganization.

The capacity of each school and of the system as a whole are important considerations in the development of a recommended policy option (Option IV or V). Given the location of schools, their capacity, and a projected future distribution of K-8 age children in the city, a determination of where the greatest excess capacity in the system was located could be made. A tabulation of community capacity compared with projected future public school enrollment (Tables II-Thirty-Three and II-Thirty-Four)reveals the latent demand (ie. the difference between the proposed K-8 capacity in each community and the projected enrollment). City-wide enrollment peaks in 1990, hence the system proposed in Option IV and Option V contain sufficient K-8 capacity to adequately accomodate all anticipated students. However, all schools remaining open after grade reorganization will require some alteration to bring them to K-8 standards. A prototypical K-8 school has been developed to clarify these recommendations. (Appendix I).

The K-8 School and Construction Needs

The prototype K-8 school (Table II-Forty) has 500 to 600 students containing from 550 to 650 seats. It must have 20 to 24 regular classrooms, 5 special purpose (double) classrooms, a library, gymnasium, cafetorium (or equivalent) and an adequate complement of resource rooms, administrative and other offices, lounges, and storage space as well as adequate space for interior circulation services, utilities, and mechanical systems. Each school must be appropriate for children from 5-14 years of age. Based on visits by members of the Study Team to each school proposed to remain open under Option IV, at least some renovation will be required in every school. These needs are indicated in Tables II-Thirty-One and II-Thirty-Two for Options IV and V, respectively. Several of the smaller schools will require new additions to meet these standards, and three replacement schools are required. These preliminary estimates of the construction/renovation requirements represent an estimate of the needs of the proposed K-8 system. At least some of the proposed construction represent modernization which has been long deferred.

The estimates of needs for renovation, additions, and replacement schools are predicated on the prototype school, and for simplicity presume that every school will have a capacity of 650 seats. More detailed educational specifications will certainly modify this assumption, as will a more detailed examination of the particular characteristics of each individual school.

Three distinct types of construction are required:(Tables II-Thirty-One & II-Thirty-Two). I--renovation of existing facilities up to current K-8 standards; (Ia)since all current elementary schools are similar, as are all (Ib) current middle schools, this has been divided into a two sub-classes-one for each type of school. This will include improvement of lighting, renovation of bathrooms, lockers, gyms, and libraries to accomodate a wider range of users and to ensure a consistent quality of environment. In all current middle schools, this would include - wherever possible - modification of existing classrooms for dedicated kindergarten use wherever possible. (Although we believe these kindergarten renovations will be possible in every middle school, the table assumes a "worst" case situation where new construction is required. A detailed facilities evaluation will eliminate this discrepancy). All 13 current elementary schools and 7 current middle schools remaining in operation will require some degree of interior renovation. This work is expected to cost approximately $15 per square foot.

II--Additions of new space to provide K-8 facilities and capacity not now available. We distinguish three types of additions: IIa, ancillary facilities (gymnasiums, cafetoriums, and possibly libraries); IIb, special purpose classrooms (double size dedicated classrooms for music, art, science, home economics, and shop); and IIc, regular classrooms necessary to bring a school up to K-8 capacity. (The science lecture room portion of the science double classroom and the music theory lecture room portion of the music double classroom are used as regular classrooms also). Seven schools, all current elementary schools require cafetoriums and three of these also require gymnasiums (including locker rooms and showers). Eleven schools, also all current elementary schools, will require additions of special purpose classrooms - nine schools requiring the full complement of five double rooms. IIc - Regular Classrooms: Additions to existing schools remaining open necessary to increase their capacity to 650 seats. With the exception of Esek Hopkins Middle School, all are current elementary schools. A total of 74 classrooms containing 1,850 seats must be added under Option IV, while 1,750 seats in 70 new classrooms must be added under Option V.

III - Replacement Schools: These are new buildings to replace facilities to be closed immediately (Althea Street and Willow Street Schools) or remaining open until the replacement is complete (Reservoir Avenue and Broad Street Schools). This does not include the potential replacement of Laurel Hill Avenue Schools. The schools to be replaced are old, inefficient and educationally inadequate. However, each is in a community location where school facilities are clearly required now and through the year 2000. These replacement schools will contain about 80,000 square feet and are anticipated to cost approximately $6,000,000 to construct and will have the facilities described in Table II-Forty.

The consequences of the construction program sketched here is to provide Providence with elementary schools with essentially similar facilities. The city-wide capacity is distributed in a manner essentially similar to the projected distribution of students and is adequate to accomodate the projected city-wide peak enrollment in 1990. The capacity is as follows:

	OPTION IV	OPTION V
1. K-8 capacity of current schools remaining open	13,250	14,350
2. New regular classroom seats	1,850	1,750
3. Replacement school seats	+ 1,950	+ 1,950
Subtotal	17,050	18,050
4. Seats in replaced schools held open (Reservoir and Broad) but ultimately closed	- 725	- 725
5. Non-program seats (i.e. in excess of 650 capacity, primarily in current middle schools	- 1,525	- 1,875
Subtotal	14,800	15,450
6. Seats currently under construction (Asa Messer)	+ 150	+ 150
Total K-8 Capacity	14,950	15,600

The non-regular classroom seats, as indicated in Tables II-Thirty-Five and II-Thirty- Six are primarily in the large middle schools. They represent seats beyond the educationally established optimal size for an elementary school. They are, however, available for a variety of other uses: "alternative" school programs, Headstart, General Equivalency Degree (GED) programs, practice rooms, and could generally be utilized to house diverse enrichment programs.

The cost for this suggested construction program is approximately $30 million, of which $18 million is for three replacement schools. At least one third of this cost could be covered, when bonded, by the savings conservatively estimated to be realizable from the school closings suggested under Option IV or Option V.

TABLE II-Forty

PRELIMINARY ESTIMATE OF PROTOTYPE K-8
ELEMENTARY SCHOOL SPACE REQUIREMENTS

Type of Space	Number of Rooms	Square Feet
Approximately 82,000 square feet total, comprised of:		
Regular Classrooms	18 to 22	22,000
Special Purpose (double classrooms)* (Music/Art/Science/Home Ec/Shop)	5	12,500
Library	1	2,000
Gymnasiums	2	11,000
Cafetorium (or equivalent)	1	6,500
Resource Rooms	4	2,000
Health/Dental Office	1	1,000
Teachers' Lounge	1	500
Administrative Office Space	--	1,000
Teachers' Office Space	--	500
Storage	--	2,000
Utilities	--	5,000
Circulation-Services	--	16,000
		82,000

*One-half of each of the Music and Science pairs are usable also as standard classrooms.

Prototype school - 500-600 students (550-650 seats)

(Cost to construct $6,000,000)

The balance would require annual debt service (covering principal and interest at 7 percent over 20 years) of approximately $1,900,000. As much as half and possibly all this cost could be covered by additional savings in operating expenses and administrative costs.

Conclusion

Chapter II has presented the five policy options developed to meet the projected schooling level of demand in Providence. Earlier recommendations have been examined in depth in previous reports in this feasibility study. Policy Options IV and V were reviewed for response t demand and facility and fiscal consequences. Policy Option V is recommended by the URI Study Team as the alternative which most closely meets the needs of the community.

Chapter III compliments this analysis through the consultation process. This constituency based process identifies issues and suggested solutions which emerge when a system is reorganized to a K-8 grade level structure.

GLOSSARY OF TERMS

1.	Additions to Schools:	Additional enclosed space constructed (i.e. ancillary facilities, special purpose classrooms, and regular classrooms).
2.	Ancillary Facilities:	School facilities such as library, gymnasium, and cafetorium.
3.	Efficiency Code:	URI Study Team subjective classification. A summarization of fuel cost per square foot and fuel cost per pupil. E = Excellent = 25-32 G = Good = 18-24.5 F = Fair = 11-17.5 P = Poor = 1-10
4.	Efficiency Rating:	URI Study Team rating based upon per square foot fuel cost rank plus per pupil fuel cost rank divided by two.
5.	Latent Demand:	URI Study Team calculated as the difference between capacity and respective year's actual/projected public school enrollment. + = Surplus of seats - = Deficit of seats $\boxed{\text{K-8 School Capacity given 650 seats per school}} - \boxed{\text{Actual or Projected 5-14 Attending Public School}}$
6.	Load:	$\boxed{\text{October 1, 1979 Enrollment}} \div \boxed{\text{1979-1980 School Capacity}} = \boxed{\text{School Load}}$
7.	Neighborhood K-8 Schools:	Schools which include kindergarten through grade 8 and serve community study districts as defined in Table II-One.
8.	Renovations of Schools:	No new construction. Usually interior alterations to facility (i.e. bathrooms, lighting).
9.	Special Purpose Classrooms:	Double sized classrooms. Uses include: music, art, shop, science, and home economics.
10.	Structural Class:	URI Study Team classification based upon the school's construction date. I = Pre-1920 II = 1920-1932 III = 1954-Present

Chapter III

A CITIZEN-BASED CONSULTATION PROCESS
ISSUES AND CONCERNS

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Chapter III

A CITIZEN-BASED CONSULTATION PROCESS

ISSUES AND CONCERNS

Approach

The views of relevant individuals and groups were solicited through a consultation model, developed by the URI Study Team. The consultation model is a planning mechanism for encouraging citizen participation in advising and decision-making on critical issues facing a city or community.

This consultation process spanned Phases II (November, 1979 to January, 1980) and III (February, 1980 to June, 1980) of this study. Figures III-One and III-Two list the organizations which participated in these dialogues during each phase. Approximately sixty-six (66) individuals met with the Study Team during Phase II of this study and one hundred and fifty (150) individuals participated during Phase III. Table III-One outlines the number of meetings by type of agency and Appendix F provides a complete listing of each individual and group involved in these consultations.

The goals of the Study Team were both to identify issues and perspectives on reorganization that participants and/or their groups viewed as important and to inform individuals about the study project.

A significant amount of information was collected during this consultation process. It was analyzed in an on-going manner, allowing the Study Team to utilize the informtion in the development of all of the policy options. At the completion of the process, a listing of key issues was compiled and categorized. Potential solutions to these issues as suggested by the participants were also documented during the Phase III dialogues. (Tables III-Two and III-Three).

A recapitulation of the key issues surrounding a grade level reorganization and a summary table which emerged from the Phase II consultations follows.* This chapter continues by describing the concerns and potential solutions expressed by the participants in the Phase III dialogues and includes a Phase III summary table.

Key Issues: Phase II

Educational Programs

A majority of the individuals participating in the consultation process were concerned, first and foremost, with the quality of educational services and programs provided to K-8 students in the Providence schools. There appeared to be agreement among many of those interviewed that curriculum had improved

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*Note: Bracketed pages are direct excerpts from, Interim Report on the Feasibility of a Grade Level Reorganization for the Providence School System: Phase II, (January 24, 1980).

FIGURE III-One

CONSULTATIONS DURING PHASE II OF GRADE LEVEL REORGANIZATION STUDY

(November, 1979 to January, 1980)

Organizations

Providence School Department Curriculum Supervisors
Providence School Department Support Service Supervisors
Providence School Department Segment Administrators
Providence School Committee Members
Mayor of Providence
Principals and Assistant Principals
Providence Teachers' Union
Alternative Learning Project Director
Providence Parent/Teachers Organizations
Mount Pleasant Tutorial

FIGURE III-Two

CONSULTATIONS DURING PHASE III OF GRADE LEVEL REORGANIZATION STUDY

(February, 1980 to June, 1980)

Organizations

Opportunities Industrialization Center of Rhode Island
Academy Avenue Elementary School PTA
Francis J. Crowley Elementary School PTA
Mount Pleasant Tutorial Program
Urban League of Rhode Island
NAACP of Rhode Island
Ministerial Alliance
South Providence Tutorial Program
Title I District Advisory Committee
Hope Neighborhood Association, Silver Lake Annex
   Center, Inc. - Youth Education Program
DaVinci Center for Community Progress
Fox Point Elementary School PTA
Fox Point Community Organization
People Acting Through Community Effort (PACE)
Federal Hill Tutorial Program
East Side Area Committee for School Closings
Washington Park Community Center
Joslin Community Development Corporation
Hartford Park Community Center
West Broadway Area Parents
George J. West Middle School Student Council
Nathan Bishop Middle School Student Council
Oliver Hazard Perry Middle School Student Council
Roger Williams Middle School Student Council
Ralph Street Committee for School Closings

TABLE III-One

MEETINGS DURING CONSULTATION PROCESS BY TYPE OF AGENCY
PHASE II AND PHASE III

(November, 1979 to June, 1980)

AGENCY		NUMBER OF MEETINGS	
City Government	Mayor's Office	1	
	Councilman	1	
	Sub-total		2
Providence School Committee	Meeting with individual members	8	
	Sub-total		8
Providence School Dept.	Principals	33	
	Curriculum Supervisors	12	
	Central Administrators	4	
	Sub-total		49
Teachers	Teachers' Union	3	
	Sub-total		3
Community Organization	Tutorial Programs	4	
	Neighborhood Organizations	6	
	Other: OIC, Urban League, NAACP, Ministerial Alliance, PACE	5	
	Sub-total		15
Parent Organization	PTO/PTA's	8	
	Title 1 District Advisory Committee	2	
	School Closing Committees	2	
	Other	1	
	Sub-total		13
Students	Student Council Representatives	4	
	Sub-total		4
	TOTAL		94

greatly at the elementary school level, but there was a feeling that it was difficult to implement a city-wide curriculum because of the lack of uniformity in grade structures. There did not seem to be much discussion about the current middle school curriculum, with the exception of many references to the fact that basic skills, particularly reading, should receive greater emphasis at fifth through eighth grades. This is a problem because generally the middle school teachers with secondary certification are not trained for teaching these skills.

There were frequent suggestions throughout the consultation process that early adolescent students need more physical activities, more hands-on experience, and more structure and limit-setting than presently exists. Issues surrounding whether early adolescent students should be taught in self-contained or departmentalized environments were raised by many of the educators in our consultation process. There did not, however, seem to be any consensus on this topic.

The issue of age integration within one school building provided the core for many concerns. On the one hand, it was seen as positive: "good" role modeling by older students; cross-grading programs (tutoring, plays, etc.); a more supportive, family-type environment. On the other hand, it was seen as a negative:"poor" role modeling by older students; possibility of agressive behavior and teasing younger children; earlier use of drugs; etc. There seemed to be a desire expressed by all participants, however, to extend grades at the elementary level. For example, K-4 would become K-5; K-5 would become K-6.[1] The fear of older students (7th and 8th graders) appeared to be associated with bringing middle school students back to the elementary school; there was no fear about their own students remaining in the school building for a longer period.

There were questions from many individuals about whether K-8 schools with 500 to 600 student populations would allow the schools to provide more and better support services and enrichment programs. Two illustrative issues were: (1) whether shops and science labs necessary for older students would encourage the lower grades' curriculum to be expanded in these areas, and (2) whether full-time specialists, rather than itinerants, would provide a more comprehensive, specialized program for all students within a given building.

The final educational issue focused on whether programs would follow students if the system implements a reorganization. There are some excellent programs at individual schools, and a fear was articulated that these might be "lost" if the specific school either closed or consolidated in a move toward K-8.

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[1] There have already been precedents set by the Providence School Committee in approving grade extensions when capacity existed at the individual school.

Note: Bracketed pages are direct excerpts from, Interim Report on the Feasibility of a Grade Level Reorganization for the Providence School System: Phase II, (January 24, 1980).

Likewise, there were perceptions that mandated programs like special education or Title I might be adversely impacted by a reorganization. In other words, those interviewed stressed that the strong educational programs of specific schools should not be weakened in the transition. The phrase used by many was, "don't throw away the baby with the bath water."

Student Assignment

It was clear to all involved in the consultation process that a reorganization of grade level structure would inevitably lead to a reassignment of students. The primary issues concerning reassignment focused on the potential impact of reorganization on desegregation and transportation. There was also concern about the method for drawing new attendance areas, and whether new areas would adequately reflect the city's changing population patterns.

School Building Management

Considerable attention in the consultation process focused on issues related to the management of schools selected for K-8 programs. One key issue was the type of administrative organization to be implemented with many suggestions centering on the team concept. The assignment of teachers was also raised as a major issue, with voluntary transfers for interested teachers stressed as a potentially effective route. It was recommended that teachers, administrators, and auxiliary personnel be required to participate in preservice and in-service training on K-8. A lack of specific training during the last grade reorganization was cited often as contributing greatly to the middle school's failure.

Emphasis was also placed on space utilization within the reorganized school. The physical organization of grades was discussed; school-within-a-school or complete integration of grades were the alternatives identified for future assessment. Another critical issue was the potential impact of a grade level roerganization on Title I status. There was particular concern about a reorganization's effect on the level of Title I funding and the number of approved Title I programs.

Lastly, but perhaps one of the two strongest issues identified in the entire consultation process, was safety within a K-8 school building. There was growing fear that integrating young children and early adolescents would lead to chaos and tension in the halls, lunch rooms, and lavatories. There was widespread perception that trouble would surface on school busses, within the school, and in the immediate walking radius of the neighborhood. Traffic on busy streets surrounding some of the potential K-8 schools was also raised as a problem area.

Note: Bracketed pages are direct excerpts from, Interim Report on the Feasibility of a Grade Level Reorganization for the Providence School System: Phase II, (January 24, 1980).

Administration

Throughout the consultation process, administrative issues were identified. (The administrative category is differentiated from school building management because it focuses on issues that might surface city-wide). The key administrative issue is certification. Middle school administrators largely have secondary certification and, under the proposed reorganization, might not be able to be administrators in a K-8 school. The question raised is: Will they lose their jobs, be grandfathered in, or be able to obtain elementary certification expeditiously? Generally, middle school teachers in grades 7 and 8 also have secondary certification, so they, too, might not be allowed by the state to teach in a K-8 structure. Their issue is similar to the administrators: Will they lose their jobs, be grandfathered in, or need additional courses in elementary certification? If the answer is that middle school principals and teachers will not be able to work within a K-8 school, the issue of individuals with seniority bumping high school personnel becomes very significant. The issue of certification is entwined with the larger picture of overall job loss. The perception of many individuals interviewed in the consultation process is that consolidation of schools for a K-8 reorganization would decrease the need for certain positions and, hence, create major layoffs.

Should the K-8 reorganization plan become a reality, staffing patterns might change considerably. A reduction of the itinerant teacher pool would be inevitable, since larger schools could support full, rather than part-time, staff in specialty areas. Selection of teachers to participate in the first few transition years was identified as a major issue, as was the need for pre-service and in-service education.

Other issues raised by individuals during the consultation process included cost savings over a long period of time. This was seen as dependent on the length of the proposed implementation, the reuse of vacant school facilities, and the economic situation concerning new school construction. In addition, there was concern about the current facility management activities of the Providence School Department.

Community Support

Throughout the consultation process, the URI Study Team asked for individual perceptions of public support for a K-8 grade level reorganization. There did not seem to be any strong perceptions one way or the other. Two interesting concerns were highlighted and were mentioned previously. The first issue is that parents and principals are in agreement about wanting to extend the highest grade in their schools by one grade. Both elementary parents and administrators are afraid of the middle school situation and have seen grade extension as a way for youngsters to escape the middle school for at least one additional year. The second is that potential certification

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Note: Bracketed pages are direct excerpts from, Interim Report on the Feasibility of a Grade Level Reorganization for the Providence School System: Phase II, (January 24, 1980).

problems were seen as so insurmountable by many individuals that they were unable to address the educational issues involved in a reorganization. Hence, it was not possible to evaluate their concerns or issues on substantive areas.

Views on the way K-8 would impact individual communities in Providence varied greatly. Some saw K-8 as a way to keep children in their home neighborhood for a longer time and, therefore, felt the neighborhood school concept was alive. Others perceived K-8 as taking youngsters out of their neighborhoods at an earlier age, therefore destroying the neighborhood school concept.

Summary

The issues and concerns discussed above and identified through the consultation process represent the views of many individuals and groups in th the educational community of Providence. Many of the issues expressed here were taken into consideration in the development of policy scenario options which are reocmmended in the following section. Other issues identified in the consultation process provide part of the study agenda for the Phase III research design.

Commonalities of Concerns: Phase III

Those who participated in this dialogue process have diverse perceptions of the public education system. Groups such as parent-teacher organizations, tutorial programs, middle school student councils, school closing committees, and multi-service centers were included in the consultations. (Figure III-Two). Each organization is involved with the Providence public schools in a different way, yet many common concerns and issues were expressed. The common goals and concerns which unite the participants include quality education, status of the middle schools, neighborhood-based school model, and the need for more community involvement in education. What differs among the groups with whom the Study Team met are the strategies they recommended as the best methods of attaining these goals. The commonalities which were voiced with consistency and force are discussed below.

Quality of Education

There exists a widespread concern for the level of the quality of education in the Providence public schools. Participants cited current problems as truancy, underachievement, and high drop-out rates. These issues are more apparent in the middle schools than in the elementary schools and are seen as

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Note: Bracketed pages are direct excerpts from, Interim Report on the Feasibility of a Grade Level Reorganization for the Providence School System: Phase II, (January 24, 1980).

TABLE III-Two

KEY ISSUES EMERGING FROM PHASE II CONSULTATION PROCESS

CATEGORY OF ISSUE	SPECIFIC ISSUES
Educational Programs	. Quality of education . Curriculum approach self-contained or departmentalized at higher grade levels . Content Lower grade levels, more enrichment type programs Higher grade levels, more emphasis on basic skills and physical or hands-on activities Both levels, more support services . Increase in recreational activities/ facilities for all students . Limit-setting for higher grades . Cross-grading activities . Special and mandated programs must follow students (bilingual, gifted, special education, Title I) . Teaching approach Student-centered rather than subject-centered
Student Assignment	. Impact on desegragation . Student selection . Impact on current assignment patterns/ attendance areas . Impact on transportation . How do assignment patterns relate to city's demographics?

TABLE III-Two (Continued)

KEY ISSUES EMERGING FROM PHASE II CONSULTATION PROCESS

CATEGORY OF ISSUE	SPECIFIC ISSUES
School Building Management	. Physical organization of higher grades and lower grades . Administrative structure within school . Safety (halls, recess, busses, lavatories) . Hours for entering and exiting school Personnel assignment, selection and training . Traffic surrounding specific schools . Impact on Title I desegregation . Grade extension
Administration	. Certification of administrators . Certification of teachers . Potential loss of jobs . Reduction of itinerant teachers; increase in full-time positions . Selection of teachers to participate in year I of reorganization . Redefinition of capacity estimates . Reuse of school buildings . Economic savings . Costs for new school construction . Length of implementation . Necessity of pre-service and in-service training/education . Facilities management . Is there a commitment to this reorganization by the School Committee and the School Department?
Community Support	. Impact of reorganized school on local area/neighborhood . Will this enhance or destroy the neighborhood school concept?

Source: URI Study Team analysis of consultation process material, January, 1980.

threats to society requiring collaborative action by the Providence School Committee, Providence School Department, administrators, teachers, parents, and community leaders.

Many participants welcomed the potential for improvement in the educational system available with the grade reorganization Providence is considering. It was viewed, in varying degrees, as an opportunity to focus public attention on the schools and to coordinate efforts among individuals and organizations in increasing the capability of the public schools in Providence to effectively educate their students.

Although many issues were raised during the course of this consultation process (Table III-Four), the most frequently and genuinely expressed was the concern for the perceived decrease in the quality of education in the Providence School System.

Status of Middle Schools

The consultation process expressed a consensus that, in general, the middle schools in Providence have not met with success in their attempt to provide a unique and appropriate learning environment for the early adolescent student. Various reasons were given including the lack of a clear delineation of the differences between the two grade structures as it related to curriculum and educational philosophy, and inadequate training for teachers and administrators during the transition from the junior high to the middle school system.

Many of Providence's middle schools are viewed with fear for the safety of the students and are perceived as breeding grounds for high levels of truancy, underachievement, and drop-out rates. Parents have objected to the placement of their fifth and sixth graders in this environment and, because of these concerns, have petitioned successfully to the Providence School Committee to extend the grades of several elementary schools.

Neighborhood Schools

Overwhelming support of the neighborhood-based school model was expressed during the consultation process; nonetheless, marked recognition of the success of the model school at Flynn was given. Parents, students, and community leaders alike favored establishing schools within each community. They cited numerous advantages including the student's ability to walk to school and not wait for buses, to attend the same school as their siblings, to participate in extracurricular activities, and to form friendships with neighborhood peers. Many individuals believe that neighborhood schools have a more personal and familiar atmosphere which is condusive to stable emotional development of the students.

Some participants stated that the presence of a neighborhood school with quality educational programs can be a positive force in affecting the status of a transitional community. The rationale is that residents are attracted to and remain in neighborhoods with reputable schools. The concept of the school as an anchor in the community has been one established by studies of the city.

Citizen Participation

Another repeatedly emphasized concern expressed during this consultation process is the urgent need for more citizen participation in the public school system. It is believed that increased community involvement would decrease the present level of citizen apathy toward education and encourage those in the Providence School Department to be more aware of and responsive to each community's unique educational needs. It was strongly recommended that specific mechanisms be established allowing parent and community participation in the School Department's decision-making process.

In cities across the country, parents and the community are being included in the educational process in larger numbers and in more effective modes. Parent and citizen participation can be utilized in Providence both during the transition into a K-8 system and in an on-going capacity. Some areas in which parental assistance could be incorporated are: curriculum development, facility design, re-use of school buildings, staff development, and transportation and safety.

Issues and Solutions: Phase III

Although the above four major common concerns expressed during the identification process are emphasized, it is also appropriate to review the other specific issues raised by the participants and the corresponding solutions which were offered (Table III-Three).

The issues have been organized into seven categories: educational programs, facilities, management, compliance with federal and state laws, community support, transportation and safety, and student life. Within each category as many as six issues were raised, each of which generated several solutions during the discussions. The order in which the categories and issues are presented does not reflect a hierarchy of priority and is arranged for organizational purposes.

Educational Programs

Questions were raised pertaining to the curriculum approach to be implemented in the proposed K-8 system. Would the K-8 system incorporate self-contained classrooms for all eight grades? Would it offer departmentalization in the higher grades? If so, at which grade would the departmentalization be initiated? Would all of the schools be identical in their approach? The participants most frequently suggested offering a variety of learning approaches including both self-contained classes and departmentalization at the higher grade levels. A consensus was not reached on the optimal grade for initiating departmentalization, but rather it was suggested that each community and school decide what is best for its own specific educational needs.

Parents, educators, and community leaders all asked if special purpose schools to serve Providence's varied student body would be part of the K-8 system. The recommendation offered to address this concern was the creation of choices in both curriculum and learning approaches through special purpose schools.

Inadequate training before and during a transition into a new grade structure can lead to a lack of understanding of the real issues involved. Educators stressed the need for effective pre-service and in-service training for both teachers and administrators as a solution to the issues of a K-8 system's educational impact on personnel. Community organizers suggested that such training be located in and focused upon the neighborhood which the school will serve.[2]

The quality of education as an issue in Providence has been considered earlier in this chapter. It is a concern of many as demonstrated by the number of times it was raised and by the variety of solutions which were suggested. Some feel that higher education could share its resources and expertise with the public schools to help increase their effectiveness while others feel that private enterprise is an untapped resource. Still another group favors using both institutions. A controlled voucher plan was also mentioned as a means of increasing the quality of the schools. Such a voucher plan would encourage competition among the schools much like the competition among businesses for customers.

All parties represented in these dialogues expressed concern over the inconsistency of curriculum for students. Participants stated that a K-8 system will, by its organization which eliminates pre-secondary transitions from one school to another, lead to more coherence. Although this goal of consistency may appear to contradict the earlier suggestion to offer a variety of learning approaches, this is not the case. Curriculum approach refers to the method used to teach whereas curriculum consistency deals with the substance or subject matter taught. Currently in Providence, students may attend as many as three different schools before entering high school. Eliminating these numerous transitions through the grade reorganization could have positive effects on a student's educational experience. One such effect is that of a more coherent and consistent curriculum. Another advantage of a reduction of school transitions is the familiarity of students with the facility, peers, teachers, and administrators. This requires that less psychological emotion be expended on adaptations during a change in school.

Teaching approach was also referred to as educational philosophy. Should teachers focus their time and energy more on the child or more on the subject? Teachers have traditionally been divided on this on-going debate according to their training. In general, elementary teachers are usually child-centered and secondary trained teachers are subject-oriented. The issue identification process did not favor one approach over the other. Rather, it suggested utilizing both approaches as appropriate to the curriculum and the students' needs.

Parents and community organizations very often complained of a lack of sufficient support services in the elementary and middle schools, specifically referring to counseling services and community support services. These complaints were directed toward both the quality and quantity of services provided. They would like to see more staff hired along with more in-service training to deal with problems such as truancies, underachievement, and high drop-out rates.

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[2] See URI Study Team's staff development recommendation in Chapter IV.

Facilities

There was little disagreement that Providence should decrease the number of current school buildings because of their underutilization and their structural condition.

Parents wanted to know if a grade reorganization would result in large schools. They feared for their children's psychological, social and emotional development in such a setting which they viewed as very impersonal. It was suggested that an enrollment size of 500-600 students which is consistent with the Study's policy assumptions be adopted (Chapter I).

The public's awareness of the proposed new construction led to concerns of some participants that any new construction be designed in accordance with the educational needs of the community. They suggested providing for the translation of curriculum into spatial requirements and design. This refers not only to the number, size and use of rooms but also the architectural design within each room.

Residents of Providence are aware of the need to renovate many of their school facilities. They emphasized that this renovation must allow for use of the building by a wide range of ages of students when K-8 is implemented. Without such consideration during the planning phases, the end result may be, for instance, gymnasiums with apparatus too large for younger students or lockers too small for older students.

Another facet of the Study Team's recommendations is to close some schools. The question was then raised about the subsequent disposition of these buildings once they are closed. Parents and community leaders suggested that a mechanism be established to provide for community involvement in this decision-making process.

Management

The question of how a K-8 grade reorganization will impact the present teachers, school administrators and School Department central administrators is a critical one raised by many of those who will be affected by such a change.

They want to know the future of the school administrative structure. For example, what combination of principal and assistant principal positions would best serve a K-8 school? To answer this question, it was recommended that an administrative model be designed for the K-8 system.[3]

Individuals were also concerned about the impact of this reorganization upon the School Department's central administrative costs. For example, would the costs increase through the creation of new positions specifically related to the transition or would they decrease due to a smaller number of school buildings to manage as well as a redrawn set of responsibilities. The participants' solution was to establish a K-8 central organization model and calculate its costs.

Teachers want to know what a K-8 system will mean to them. Will it affect the number of teaching positions? Will teachers be transferred at random as schools close? They suggested that the School Department analyze the difference, if any, between the current situation and the K-8 system in the number of teaching positions. This analysis is viewed as a prerequisite to the development of any solutions for this issue.

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[3] See URI's Study Team's model in Chapter IV.

It was not uncommon, during these discussions for participants to voice fears that this study could become obsolete before it is implemented. One suggestion was to form Task Forces in the communities to review and update the recommendations on an on-going basis. Another was to include some of the required funding for renovation and construction as part of the current proposed bond issue. Several mentioned establishing a facilities planning office which would bring together disparite functions. A fourth recommendation was to present an implementation strategy as part of the study process.[4]

Compliance with Federal and State Laws

Concern about compliance with Federal and State Laws was present in many meetings. Most participants in this issue identification process were aware of the need to consider compliance issues at this planning stage.

The certification of teachers and administrators in the K-8 system is one such issue. The questions: Will elementary certification be required to work in a K-8 school? If so, what and how many are needed to obtain an elementary certificate for those who are now secondary certified?

Once again, the participants recognized the need for analysis of the situation prior to the recommendation of a means to resolve the issue.[5] After this investigation an appropriate and timely course of action should be planned and implemented.

The individuals and groups who participated in this dialogue process expressed a strong sense of the K-8 system's potential impact on desegregation. Will more students be bused than are presently bused? Will more students be able to attend their neighborhood schools? Three specific responses to the desegregation issue were offered by various participants. The first was to end one-way busing and develop broader attendance areas. The second was to determine whether communities are becoming more desegregated through the open housing market therefore decreasing the need for transportation beyond their neighborhood? The third suggestion was a city policy issue and some participants felt that its implementation would have a positive effect on the desegregation of the schools. The recommendation was to disperse low-income housing throughout the city rather than in a few areas.

The impact of a K-8 reorganization on bilingual and special education programs was frequently raised as an issue. It was suggested that the current plan for compliance be assessed and that adequate space for the future needs of these programs be incorporated into renovation and construction plans. This was not in the perview of the study; it will be made as a suggestion for the Providence School Department to pursue.

Community Support

The participants in this issue identification process, as indicated earlier, felt the need for an increased impact through community involvement in public education. Three means to attain this goal were suggested. Establishing an open mechanism to encourage parent and citizen participation was viewed as the first and most fundamental step. Another recommendation was to identify specific areas in which parents and citizens will have an impact on the decision. Thirdly, organize a more active private industry involvement in the schools.

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[4] See URI Study Team's Simulation of the Implementation in Chapter IV.

[5] See URI Study Team's recommendation in certification section of Chapter IV.

Transportation and Safety

The current bus service was often cited as interfering with the students' educational process. Participants complained that buses have been known to arrive late or not pick up a student at all. It was recommended that the system be evaluated and that changes be implemented and monitored.

Bus safety in a K-8 system was raised due to concerns over the mixture of ages on one bus. One solution presented was to use smaller buses which would separate the age groups and alleviate the problem. Another was to utilize parent volunteers or CETA staff to ride the buses with the children.

A similar issue was indicated in relation to the influence of older students on younger students in general. Some participants foresaw the older group as providers of role models of undesirable behaviors. The solutions presented are all based on the same principal, that is, to avoid unnecessary contact between the two extremes of the age group. For instance, time schedules, traffic patterns and separate buses could all be developed to discourage unsupervised interaction of the young children with the older students. Others saw the older and younger student interaction as a positive experience (tutoring programs, etc.) This aspect of the wide age span was seen as an issue to pursue in pre-service and in-service training.

Vandalism of school buildings is an on-going problem. Some of those who partook in the dialogue process suggested that the amount of abuse could decline if an increase occurs in community identification with the schools through the neighborhood school model and through a more active level of citizen participation.

Parents raised crossing major streets or arriving home late due to a long walk or a delayed bus as issues in a reorganization when the distance between the school and the student may be further than at present. Parents also mentioned that it is difficult to bring a sick child home if the school is far and private transportation is not available. The solution was to locate neighborhood schools in each community, wherever possible.

Student Life

Participants whose children have attended numerous schools emphasized the detrimental effect this can have on a student due to constant change and the adjustments involved. The child must cope with a new facility, student body, location, faculty, and administration. The recommended means of decreasing these transitions was to offer kindergarten through the eighth grade in both neighborhood and city-wide schools.

The phase of development, called early adolescence, is a volatile period of change and growth. Educators and community organizers agreed with parents who recognized that early adolescent students need to perceive themselves as adults. They no longer want to be treated as children. In response to this, it was suggested that the upper grades be considered a somewhat separate unit while remaining an integral part of the K-8 school.

Summary of Phase III Dialogues

Approximately twenty-five separate issues have been identified through the Phase III consultation process and briefly discussed in Chapter III. They include administrative issues, desegregation impact, curriculum development, and in-service training. Of the 55 groups and over 150 persons involved in the dialogues, several consensus were widely held: quality of education, status of the middle school, neighborhood schools, and citizen participation. These issues were raised at every meeting held by the URI Study Team. This educational issues consensus provided the normative foundation for the scenario analyses which produced the policy options.

Conclusion

The consultation process described above played a key role in refining and adapting the recommendations made by the Study Team. Each of the issues discussed was considered in the iterative planning process and helped to set the criteria used for decisions related to the policy options. The four concerns most consistently expressed were: quality of education, status of the middle schools, the existence of neighborhood schools, and the need for citizen participation. These issues are not only presented in this chapter but were also considered to a significant degree during the formation of each recommendation (Chapters II and IV).

The amount and diversity of individuals and organizations included along with the importance placed upon the views expressed during these dialogues reflects a deep commitment to establishing a collaborative effort among all parties involved in and/or affected by a grade level reorganization.

TABLE III-Three

KEY ISSUES BY CATEGORY EMERGING FROM PHASE III CONSULTATION PROCESS AND SOLUTIONS

CATEGORY OF ISSUE	SPECIFIC ISSUES AS RAISED BY PARTICIPANTS IN CONSULTATION PROCESS	SOLUTIONS AS SUGGESTED BY PARTICIPANTS IN CONSULTATION PROCESS
Educational Programs	. Curriculum approach	. Allow for choices through creation of Special Schools. . Offer a variety of learning approaches including self-contained classes and departmentalization at higher grade levels.
	. Impact on personnel and school building administrators	. Plan for and implement effective pre-service and in-service training with emphasis on knowledge of neighborhood and needs of urban students.
	. Quality of education	. Involvement of higher education in public school system to share resources and expertise. . Involvement of private enterprise in public education. . Controlled voucher plan.
	. Consistency of curriculum for students	. Decrease the number of transitions during a student's pre-secondary school years.
	. Teaching approach	. Utilize both child-centered and subject-oriented approaches as appropriate to the curriculum and students.
	. Upgrading of support services in K-8 system	. Determine extent of staff needed for support services to deal effectively with truancies, under achievement, and high drop-out rates. . Organize staff development training on specific issues and skills.

Source: URI Study Team analysis of consultation process material, July, 1980

TABLE III-Three (Continued)

KEY ISSUES BY CATEGORY EMERGING FROM PHASE III CONSULTATION PROCESS AND SOLUTIONS

CATEGORY OF ISSUE	SPECIFIC ISSUES AS RAISED BY PARTICIPANTS IN CONSULTATION PROCESS	SOLUTIONS AS SUGGESTED BY PARTICIPANTS IN CONSULTATION PROCESS
Facilities	. Impersonal atmosphere of large schools	. Design school size to remain within policy assumption recommendations (500-600 enrollment).
	. Appropriate design of any new construction	. Provide for translation of curriculum into spatial requirements. . Renovate facilities to allow for use by wide variety of school age students.
	. Re-use of buildings	. Establish mechanism for community involvement in decision-making process for re-use of closed school buildings.
Management	. Administrative structure	. Design administrative model appropriate to K-8 system.
	. Impact on administrative costs	. Establish a K-8 central organization model and calculate costs.
	. Prevent study from becoming obsolete before implementation	. Form task forces in communities to review recommendations on on-going basis. . Fund bond issue.
	. Impact on teacher assignments . Safety of younger children with adolescents	. Transfer faculty as unit to another school when school is closed. . Establish lunch, recess, and dismissal schedules to prevent unsupervised interaction of different age groups.

Source: URI Study Team analysis of consultation process material, July, 1980

TABLE III-Three (Continued)

KEY ISSUES BY CATEGORY EMERGING FROM PHASE III CONSULTATION PROCESS AND SOLUTIONS

CATEGORY OF ISSUE	SPECIFIC ISSUE AS RAISED BY PARTICIPANTS IN CONSULTATION PROCESS	SOLUTIONS AS SUGGESTED BY PARTICIPANTS IN CONSULTATION PROCESS
Transportation and Safety	. Bus service	. Assess needs, recommend changes, and monitor progress of transportation system to prevent interference with educational process.
	. Safety on buses	. Use smaller buses allowing for more homogeneous age grouping within bus and discouraging wide age groups from travelling together.
	. Potential influene of older students on younger students	. Manage traffic patterns within school buildings to encourage separation of age extremes. . Limit the number of students on buses to separate age groups
	. Abuse of school buildings	. Increase community identification with school through K-8 neighborhood school plan and through higher level of citizen participation.
	. Distance of schools from students' homes	. Locate neighborhood schools in each community wherever possible.

Source: URI Study Team analysis of consultation process material, July, 1980

TABLE III-Three (Continued)

KEY ISSUES BY CATEGORY EMERGING FROM PHASE III CONSULTATION PROCESS AND SOLUTIONS

CATEGORY OF ISSUE	SPECIFIC ISSUES AS RAISED BY PARTICIPANTS IN CONSULTATION PROCESS	SOLUTIONS AS SUGGESTED BY PARTICIPANTS IN CONSULTATION PROCESS
Compliance with Federal and State Laws	. Certification of teachers and administrators	. Investigate needs, plan for and implement appropriate course of action for certification in K-8 system.
	. Impact on desegregation	. End one-way busing and initiate broader attendance areas. . Determine whether naturally desegregated communities exist. . Disperse low-income housing more equitably throughout the city.
	. Impact on bilingual and special education programs	. Assess current plan for compliance. . Incorporate appropriate space for programs during renovations and construction.
Community Support	. Increase community involvement in public education	. Establish mechanisms encouraging parent and citizen participation in school system. . Identify specific areas where parents will have an impact on the decision. . Organize private industry to work with schools.

Source: URI Study Team analysis of consultation process material, July, 1980

TABLE III-Three (Continued)

KEY ISSUES BY CATEGORY EMERGING FROM PHASE III CONSULTATION PROCESS AND SOLUTIONS

CATEGORY OF ISSUE	SPECIFIC ISSUES AS RAISED BY PARTICIPANTS IN CONSULTATION PROCESS	SOLUTIONS AS SUGGESTED BY PARTICIPANTS IN CONSULTATION PROCESS
Student Life	. Decrease number of transitions for students	. Offer kindergarten through 8th grade in both neighborhood and city-wide schools.
	. Lack of flexibility in student assignments	. Allow for more choices of educational options.
	. Early adolescent students' psychological need to perceive themselves as adults	. Consider upper elementary grades (5-8 or 6-8 grades) as a separate unit within K-8 school.

Source: URI Study Team analysis of consultation process material, July, 1980

Chapter IV

PLANNING FOR IMPLEMENTATION

- Context for Implementation
- Critical Issues:
    - Certification of Middle School Teachers
    - Staff Development
    - Organization for a K-8 School
    - Parent Participation
- Simulation of the Implementation of Policy Option V
- Specific Transition Activities
- Conclusion

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Chapter IV

PLANNING FOR IMPLEMENTATION

Context for Implementation

There are several steps in a successful grade level reorganization process. The first is the development and application of a planning process which is broad of scope and includes the perspectives of the many groups and individuals concerned with the quality of education in Providence. This feasibility study of a public policy issue has spanned a little more than one year. It began with a review of the initial needs assessment discussed in an earlier report (April, 1979). The Providence School System is called a middle school system, but in fact cannot be characterized by such a unitary designation--it ranges from very small K-2 graded schools through very large middle graded schools. These latter schools accentuate the negative aspects of the ten to fifteen year old early adolescent development. The educational and socio-psychological literature indicates that "schools for students in the middle years have not met the stated needs of children in transition. These volatile youngsters constantly shifting intellectual and social gears are boxed into schools that generally don't have the skills or the strength to cope with them."[1]

The initial needs assessment led to a responsive planning and policy analysis process which incorporated the most advanced methods and techniques available to determine the optimal approaches to meet the goal of quality, desegregated, and cost-effective education. It included a recalibrated set of population projections, assessment of school facilities in terms of educational based criteria, and cost analysis which reorganized the budget in terms of "real" cost centers. All of these methods and techniques were buttressed by an on-going dialogue with concerned administrators, parents, community groups and students. The overall approach of the reorganization was found within the framwork of a fundamental concept: the significant role that the school plays in the life of the community. The community decision matrix and scenario analysis explain all of the decision factors that led to the development of the policy options. The planning techniques used are iterative and sequenced, yielding a series of policy options, each more refined and better fitting the policy assumptions. The product of this study is a series of policy options, of which Policy Option V is recommended as that which most closely fits the policy assumptions upon which the study has been based. These have been discussed in earlier reports and in Chapters II and III of this report.

This feasibility study concludes with a discussion of several critical issues which must be addressed prior to a successful implementation of a grade level reorganization. These issues were selected by the participants in the consultation process and are supported by the secondary data sources. They have been reviewed and recommendations have been made for future activities. Each of these issues has been discussed in varying degrees of depth with the Providence School Department and groups who will most closely be affected by them. Four issues were identified as critical in the consultation process to the successful transition of the system: certification, pre-service and in-service staff development, organization and management of a K-8 system at the school building level, and parent participation. These are four of the much larger number of issues raised during the consultation process; the others have either been dealt with during the examination of the policy options, the development of the simulation for Policy Option V, or can be subsummed under the four key issues discussed. For example, the issue of school safety falls under management structure. The issue of impact on personnel is reviewed under staff development.

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[1] The Boston Globe, September 14 and 22, 1980.

Central to the successful implementation of this reorganization is the simulation of a "nuts and bolts" implementation strategy. This simulates a real life situation and them examines the impact of the policy option on that situation. The simulation process allows one to control the activities and change them without, in fact, disturbing the current scene. A potential program is thus "debugged" and its consequences assessed in so far as possible. A simulation was developed for Policy Option V, predicated upon a number of known variables. In a three-year run, Option V was deemed workable; it would carry out a K-8 grade reorganization successfully utilizing all of the transition activities with a minimum of disruption to the children.

The last major step in a successful reorganization process is the identification of specific transition activities. These activities, which are the next step in this reorganization, are presented in a PERT flow chart. The many activities follow from one another and all begin once the decision about changing to a K-8 system is made by the Providence School Committee. Following the PERT flow chart is a matrix of the Public Policy Impact Feasibility Study which indicates the study components by the phase under which they were accomplished.

The context for implementation requires that the planning process and the resultant policy option recommendations be discussed. They have been presented, and a dialogue was created which is reflected in the Report. Once the decision is made, Providence will take a major step forward toward its goal of quality, desegregated, and cost-effective education.

Critical Issues

The following section describes four of the critical issues identified during the feasibility process. They are: certification of teachers for a K-8 elementary school, staff development, organization of a K-8 school, and parent participation.

Certification of Middle School Teachers

Among the critical policy issues that arise in the adoption and implementation of a K-8 grade reorganization for the Providence school system is that of teacher certification. Under the current grade organization, teachers presently working in middle schools possess one or more of four distinct certificates which define the grade level at which an individual may teach. They are: Elementary, Secondary, All Grades[1], and Middle School Endorsement. It is not uncommon for one individual to possess certification in more than one of the four distinct areas. Initial examination of the Providence middle school teachers' credentials estimates that 25% (78 of 313) fall into this category of being multiply certified. It is important to note that multiple certification refers to the four certification grade levels and not to any specializations within a level. For example, a teacher who is certified to teach both mathematics and science but only on the secondary level is not, for purposes of this analysis, considered to be multiply certified. However, if an individual is certified to teach both on the secondary and middle school levels or any other combination of levels, he/she is considered to hold a multiple certification.

Such multiple certification provides an individual with the potential for flexibility in pursuing teaching assignments, and makes available to the school department a pool of teachers who could be available to respond to changes in the system's needs. See Appendix G for an in-depth analysis of the certification process in Rhode Island.

Under the proposed grade reorganization to a K-8 structure, teachers will be required to possess an elementary certificate to legally qualify to teach in a K-8 school. The only exception will be those teachers who are certified for all grades and who will be working in the area for which their all grade certification applies.

The potential problem is quite significant. Based on a preliminary review of the credentials held by all current middle school teachers, a minimum of 42% (1[illegible]1 of 313) and a maximum of 48% (151 of 313) appear to be in need of obtaining an elementary certificate which would allow them to teach in a K-8 school. (Table IV-One) It must be stressed that this information was developed based on limited access to files of the Providence School Department's Personnel Department.[2]

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1. The certification areas covering grades K-12 include music, art, physical education and three special education areas (moderate, severe and profound).

2. These data are not based on the far more complete information available in individual personnel files, since these were unavailable to the study team for reasons of individual privacy. Moreover, it was not possible to obtain the assistance of the Providence Teachers Union, clearly the most knowledgeable and interested source, in addressing this issue.

TABLE IV–One

NUMBER AND TYPE OF TEACHING CERTIFICATES FOR MIDDLE SCHOOL TEACHERS*

SCHOOL	ELEM. ONLY	ELEM. & MIDDLE	ALL GRADES & ELEM.[1]	ELEM. & SEC.	ELEM., MIDDLE & SEC.	ELEM., MIDDLE, ALL GRADES	ALL GRADES ONLY[1]	ALL GRADES & SEC.[1]	ALL GRADES SEC. & MIDDLE[1]	SEC. ONLY	MIDDLE ONLY	SEC. & MIDDLE	UNKNOWN	TOTAL
Bishop	3	1	5	0	1	0	9	2	0	15	1	2	0	39
Bridgham	10	4	4	0	0	0	7	0	0	13	0	0	1	39
Greene	8	0	2	0	0	0	7	4	0	17	0	1	0	39
Hopkins	4	0	1	0	0	0	7	0	0	11	0	2	0	25
Perry	7	0	2	6	0	0	7	2	1	12	0	1	0	38
Stuart	7	0	6	3	0	1	5	5	0	18	0	2	0	47
West	9	1	2	6	0	0	6	1	0	15	0	1	1	42
Williams	8	2	1	2	0	0	8	3	0	19	0	1	0	44
TOTAL	56	8	23	17	1	1	56	17	1	120	1	10	2	313
Current Requirements to Teach in K-8 School	None	None	None	None	None	None	None	None if teach in area of all grade certification (music, art, phys. ed.)		Elem. Cert. Re-quired	Elem. Cert. Re-quired	Elem. Cert. Re-quired		

*Principals, assistant principals, librarians, guidance counselors, and school nurses are not included.

[1] Certification which covers all grade levels includes music, art, physical education, and three special education areas (moderate, severe, and profound).

Source: Providence School Department, Personnel Records, July, 1980.

For those teachers who will be seeking an elementary certificate, the certification requirements consist of four courses in elementary methodology. Specifically required is a course for the methods of teaching reading on the elementary level. The candidate may choose three of the four remaining alternative courses which are methods of teaching language arts, social studies, math and science on the elementary level. (Figure IV-One)

FIGURE IV-One

Course Requirements for Elementary Certification	
One mandatory course	Methods of Teaching Reading on Elementary Level
Choice of three	-Methods of Teaching Language Arts on Elementary Level -Methods of Teaching Science on Elementary Level -Methods of Teaching Math on Elementary Level -Methods of Teaching Social Studies on Elementary Level

Teachers who chose any of the above methods courses during the fulfillment of requirements for their middle school endorsements, may apply that course toward the four required for elementary certification. For example, an individual who opted to study methods of teaching reading, which is an elective when obtaining a middle school certificate, would then only need three courses to secure an elementary teaching certificate.

Recommendation

When the K-8 reorganization plan is adopted, certain procedures are recommended by the study team to the Providence School Committee and the Providence School Department to help alleviate the burden for individuals who will be required to obtain an elementary teaching certificate. (Figure IV-Two) The study team has several recommendation to the School Committee and the School Department which can be carried out simutaneously. The dissemination of information regarding certification through on-site teacher workshops and individual counseling for those with specific questions and problems are two such recommendations. Parallel with these efforts should be careful consideration for appropriate lead time for teachers to fulfill all requirements and to provide courses on-site whenever possible. However, it seems appropriate given the tenuous and changing nature of certification that a two-pronged approach be developed. First, that the legislative process be explored to deal with the immediate situation which would "grandfather" those teachers and principals who do not have certification but whose substantive scope of work would be the same. Second, a task force consisting of a designee of the Acting Commissioner of Education, the Superintendent of Schools or his designee, two School Committee members or designees, two Teachers Union members or

FIGURE IV-Two

RECOMMENDATIONS FOR CERTIFICATION PROCEDURE

1. Implement teacher workshops for dissemination of information regarding certification requirements.
2. Provide for counseling of individuals and analysis of their past course work as it relates to the elementary certification requirements.
3. Establish an appropriate lead time for teachers to fulfill their requirements.
4. Provide for courses to be offered on-site whenever possible.

designees, a representative from the Principals' Union, and two representatives from the state's higher institutions of learning to develop standards of certification for elementary school teachers. This task force, funded by the State Department of Education, should report to the Governor and the appropriate legislative committee within six months of its inception.

Staff Development

Overview

Professional development activities tend to be most effective and successful when they are planned by the persons they are meant to serve and then they are related to the perceived needs of those persons. If, for example, an in-service program is to be developed for K-8 administrators, then these administrators should participate in planning for it. They may also help implement the program and should be asked to evaluate it. A staff development effort for fifth grade teachers should derive its content from a direct assessment of the needs of those teachers. These two principles--of planning by the staff affected and of relating to their assessed needs--should guide the staff development activities as the system undertakes the transition to a K-8 organization.

In-service education provides needed opportunity for school professionals, both teachers and administrators, to exchange ideas, gain support, and renew their sense of common purpose. Programs should provide additional knowledge of subject matter, offer opportunity to enhance the skills of instruction, and permit an examination of values.

The day-to-day needs of youngsters and the demands of regular school business take considerable energy on the part of teachers and administrators. A balance must be developed between the time required for in-service education and the time needed for the daily demands of the job.

The suggestions for professional development activity in connection with the transition to a K-8 organization which follow are divided into three types: activities for K-8 administrators, a plan for system-wide programs, and suggestions for individual school efforts.

Staff Development for K-8 Administrators

The current principals and assistant principals of Providence's existing elementary and middle schools will likely be the first administrators of the new K-8 schools. After the School Committee has approved the recommendation for a K-8 organization, the Superintendent and his staff should meet with representatives of the administrators' union and begin to develop a plan for meeting the in-service needs of the current principals and assistant principals with grades in the range from K to 8.

The major priority will be to arrange for programs to permit current administrators to meet whatever certification requirements may be adopted for K-8 administrators. One part of this will probably be a program in adolescent psychology and the curriculum of the middle grades, for those whose professional experiences have thus far been at the elementary school level. Current middle school administrators will be important resources for their primary school colleagues. Another part will probably be a program in child psychology and the curriculum of the elementary grades, for those whose professional experiences have thus far been at the middle school level. In this area the elementary school principals will be valuable to the middle school administrators.

Visits to other Providence schools, visits to K-8 schools in other cities, and conferences with their administrators and teachers, and a thorough discussion of the many aspects of the transition will all be important activities for these administrators.

The school system should arrange an in-service program for all these administrators so they have an opportunity to learn more about what constitutes effective leadership, to consider a variety of management strategies and styles, and to develop techniques for building a sense of community and a healthy climate in their new school. Such skills will be in demand during the transition period and afterwards, so a significant emphasis should be given to this aspect of staff development for administrators.

System-Wide Issues

The Superintendent should convene a representative committee of administrators, teachers, parents, and students to identify and consider those aspects of the K-8 transition which are properly addressed on a system-wide basis, rather than by each individual K-8 school. This group will function as a "steering committee" for the transition and should sponsor full discussions of transition issues, including analysis of this report and of issues raised in previous reports on the K-8 grade reorganization.

One topic for a system-wide in-service program would be the flow of the curriculum from kindergarten through grade 8. The information and skills currently taught in grades K to 8 will continue to be taught in the K-8 school, but the fact that all these grades are in one building make it important to consider anew the sequence of topics in the curriculum. The curriculum is currently developed in a K-8 sequence, but when actually taught in one school building, a substantive change might be perceived. For example, the development of problem solving skills through the K-8 grades could be examined, or the reading program in the later grades could be made to complement the beginning reading program better than it may now

With the transition to a K-8 organization, there will be only one point of articulation; that is, only one social and curricula transition a student encounters when moving from one school building to another. It will occur between grades 8 and 9 when the student goes from the K-8 school to a high school. Careful thought should be given to ways to make this articulation as smooth and positive for the student as possible. A plan for this articulation should be developed, to include a schedule of meetings between K-8 and high school personnel, the development and distribution of informational material to students and parents, a schedule for high school course selection, and an orientation period and visit to the high school.

Teachers, administrators, parents, and students may want to explore the many exciting and important opportunities offered in a K-8 school for youngsters of different ages to work together. Older students may serve as tutors or advisors for younger students, with benefits for all. Ways of accomplishing such age integration within the K-8 school should be documented and protocols developed for implementing and evaluating them.

Another issue to review is the curriculum enrichment available by taking advantage of the equipment each K-8 school will have that current elementary schools may not have. For example, the K-8 schools will have shop facilities and a gymnasium. Younger students may profit from an opportunity to use these facilities with appropriate supervision and instruction. To do this will require the development of new curricula and schedules for using facilities and equipment.

One responsibility of this system-wide committee will be to arrange and encourage visits to existing K-8 schools. Administrators, teachers, and parents from Providence will derive significant benefits from an opportunity to see a functioning K-8 school first-hand and to ask their questions of administrators, teachers, and parents who have already worked through the issues.

Questions surrounding certification cause understandable anxiety among prospective K-8 administrators and teachers. Current regulations permit a person holding an elementary certificate without an endorsement for middle schools to continue to teach in grades 5-6 of a middle school. A person holding an elementary certificate would be able to continue to teach in a K-8 school. Persons currently holding a secondary certificate without an endorsement for middle schools may now continue to teach their field in grades 7 and 8 of a middle school. Unfortunately, persons holding a secondary certificate without an elementary certificate would not be permitted, under current Rhode Island State Certification laws, to continue to teach their field in a K-8 school.

However the certification issue is resolved, it will be desirable for those whose experience has been at the elementary level to learn more about adolescent psychology, and for those whose experience has been at the middle school level to learn more about child psychology. They will all now be teaching in a K-8 school serving pupils from childhood into adolescence, so they should all know about the development of youngsters at these stages. It will probably be most efficient and cost-effective for Providence to offer courses in child psychology and in adolescent psychology in Providence, and to arrange for a university or college to grant academic credit to those who complete such a course here.

Individual School Issues

The administration and staff of each K-8 school should be assembled by the middle of the school year before the K-8 school is to open, or before an existing building is to be transformed into a K-8 school. This will permit the staff to develop a transition plan that will meet the particular needs of the staff itself, the students, and the community.

During this period, the staff should plan and conduct informational meetings with parents and students. It should begin to address, together with parents and central office personnel, those questions which are best handled by an individual school, rather than by the entire school system.

One such issue would be the form and operation of a student government or council. School should assist youngsters to develop increasing independence and autonomy, and a student government structure is frequently a good way to accomplish this.

The K-8 school offers important opportunities for age integration of students, and the staff will wish to consider how to achieve it. Perhaps tutorial arrangements between older and younger students will interest the staff, and they will want to use the planning time to work out the details and the mechanics.

Every school faculty must reconsider its rules periodically as times and values change. The K-8 faculty must consider what rules will be needed in order to assure a safe and positive environment for learning and teaching. The staff may wish to participate in an in-service program on values and moral development, to assist them in determining the rights and responsibilities of students in the school and in building a positive school climate.

Each school community offers unique resources and presents diverse educational needs. Staff development for a particular school should encourage an awareness of the cultural, language, and demographic characteristics of the community in which the school is located. This will be facilitated by conducting workshops in the community itself and by inviting local organizations to participate by sharing information on the community's resources. Such an effort will foster a cooperative relationship between the community and school which will in turn help the staff in addressing that community's educational needs.

Here again, visits to Providence schools already transformed into K-8 schools, as well as to K-8 schools in other cities, will be very helpful. The central administration should encourage each K-8 faculty to develop unique programs and experiences for its students, at the same time implementing the K-8 curriculum adopted for all students in Providence.

The first school to undertake this transition to K-8 will have a particular responsibility. It is important that those involved in planning and implementing this first transition keep a detailed journal account of their activities and meetings. This record will be extraordinarily helpful to subsequent transition teams, who should keep their own journals as well. Providence should be able to develop an efficient and successful scheme for effecting this transition, and carefully documenting it will permit greater efficiencies

Organization for a K-8 School

Each K-8 school proposed in this reorganization plan is projected to house 500 to 600 students in 20 to 24 classrooms. There will be special facilities for music, art, science, home economics, and shops. In addition, the school will have its own gymnasium, cafeteria/auditorium, and library.

These numbers require that each K-8 school have its own principal. One of the advantages of the K-8 reorganization will be the transition to schools of a size that justifies a full-time principal. No longer will a principal have to divide his or her time among several schools. Now the principal will be able to devote all his or her energies and time to a single staff in a single building.

It is the intention of this reorganization that the K-8 schools emerge as their own kind, not as primary schools with older students or as young people's high schools. Thus the State of Rhode Island should develop a unique certificate for the K-8 principal, using the representative task force approach recommended earlier in this chapter. In the interim, until the certification issue is resolved, some have suggested that the superintendent certificate be required for the K-8 school principal, since the responsibilities of this individual span the range covered in two existing certificates.

The growing body of research on characteristics of effective schools, derived from studies in both the United States and abroad, stresses the critical role and leadership of the school principal. The principal has a crucial role in determining the climate of the school and the effectiveness of its instructional program. It is therefore important that the K-8 principal have the support, both within the school itself and from the central school department office, that will enable her or him to be an effective instructional leader.

To assist the principal in the full range of duties and responsibilities, each K-8 school should have a full-time assistant principal. Each member of the Providence School Department who was interviewed about the school staff organization recommended at least one assistant principal. Other communities with a long history of K-8 schools have a full-time assistant principal for their schools when the student population is in the 500 to 600 range.

The duties of the assistant principal should parallel those of the principal, who would supervise and evaluate the assistant principal. It is important that the assistant principal's responsibility extend over the full range of the principal's responsibility. This will assure that the assistant principals will be well prepared to assume their own principalship in time, because they will have been exposed to the complete responsibility and activity of a principal. The assistant principals should be considered as able to develop into a principal, not as disciplinary officers or curriculum developers alone.

Some have recommended that the K-8 school's principal be a specialist in education for grades K-6, while the assistant principal should be a specialist for grades 7 and 8. For many of the same reasons recited above, this would be counterproductive to the goal of building a single school, with a single, coherent, and effective curriculum. In keeping with these objectives, the principal and assistant principal should each be knowledgeable in the education of youngsters at all grades K-8, and each should be capable of super-

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vising and evaluating the instruction of all students in the school.

Two guidance counselors will be needed to provide the full range of counseling services to students, including various testing and referral services. They would also provide important consultation services to teachers and parents. Two counselors would give each K-8 school the necessary personnel for a pupil evaluation team, as required to implement Rhode Island statutes and Federal Law 94-142.

A satisfactory level of secretarial and clerical support assistance permits effective and efficient professional work. One secretary and an office clerk should provide office assistance to the principal and assistant principal. A second secretary would serve the guidance counselors and provide some help to the library.

A full-time librarian is recommended in order to permit maximum use of what should be a central school facility. The librarian may also serve as the school's specialist for instructional media and assist teachers to use audio-visual equipment to enhance instruction.

Unless the school is in close proximity to a hospital or clinic, the number of students would require the attendance of a full-time nurse. In existing K-8 schools with 500 to 600 students, there are full-time nurses. School nurses often give to youngsters helpful counseling and nurturing as well as instruction in health.

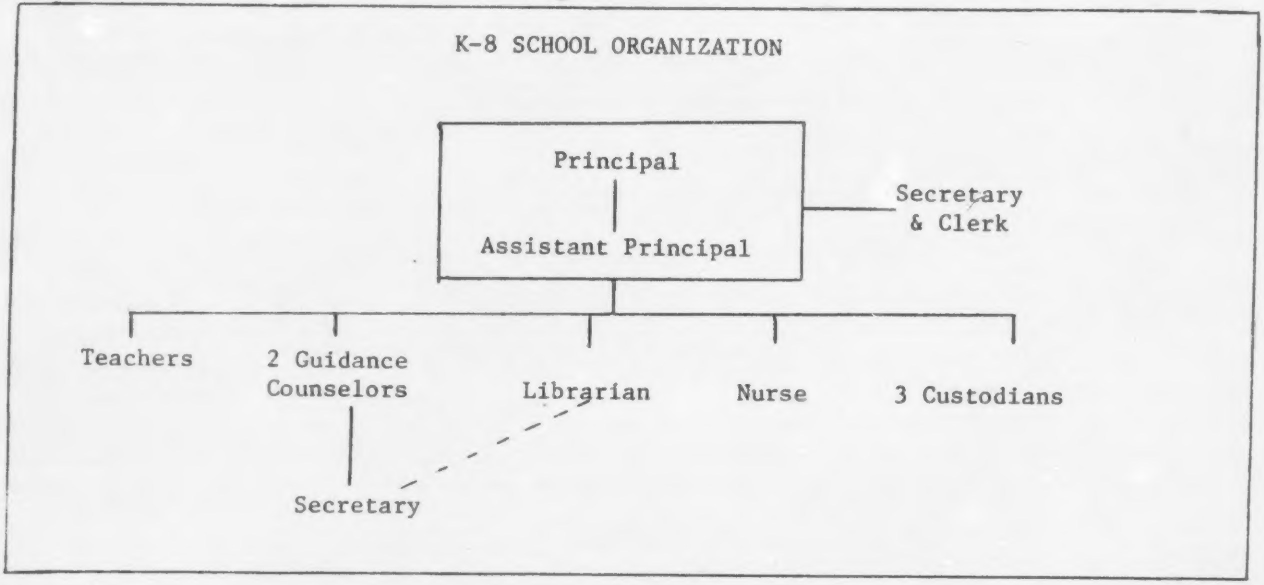
The size of the building, the number of classrooms and number of occupants, indicate that three custodians are required. The resident custodians would provide the ordinary maintenance and cleaning needed, while there would be a central service of plumbers, electricians, and carpenters to provide special work as necessary.

The number of classroom teachers will depend upon the number of students in each grade and in each subject. Although the research to discover an optimal class size is contradictory and inconclusive, common sense and the judgment of experienced teachers and administrators suggest that classes begin to be unproductive and it becomes increasingly difficult to give sufficient attention to individuals when the size of the class gets much beyond the middle twenties.

Each K-8 school will offer its students the same range of instructional services now offered at each grade level. In particular, this means that 7th and 8th graders will have the foreign language and practical arts courses that are now offered to them in the middle schools. As an additional benefit of the transition to a K-8 school organization, younger students may also be offered instruction in these subjects. Also, the K-8 school offers significant opportunities for age integration, by permitting multi-age groupings or tutorial arrangements. If the K-8 school takes advantage of such expanded curricular possibilities, then the number of part-time teachers should be greatly reduced. In fact, one of the objectives of this reorganization is to eliminate so far as possible the need for teachers to travel from school to school. For example, if foreign languages are offered to youngsters in the lower grades, it may become feasible to schedule a foreign language teacher full-time in a given K-8 school. Every effort should be made to do this. Reorganization to a K-8 system will allow for a reduction if not termination of the number of itinerant teachers. When it is essential that a teacher serve more than one school, the number of different schools should be kept to a minimum, possibly not exceeding two different schools served by any itinerant teacher.

These recommendations call for each K-8 school to have a full-time principal, assistant principal, two guidance counselors, librarian, nurse, two secretaries and a clerk, and three custodians. This list is meant to meet the basic needs of each K-8 school. The principal may establish the need for additional non-instructional personnel in a particular K-8 school, and appropriate recommendations would then be made to the Superintendent of Schools.

Figure IV-Three


K-8 SCHOOL ORGANIZATION
Principal
Assistant Principal
Secretary & Clerk
Teachers
2 Guidance Counselors
Librarian
Nurse
3 Custodians
Secretary

Parent Participation

Introduction

> In the course of urban schoolchildren's lives, many people will affect their education and development. But it is the parents of these children who have the most enduring commitment and the greatest determination that their children learn the skills they need to survive and succeed.[1]

This view summarizes the approach of the Study Team in its review of parent participation modes in Providence.

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[1] The PTA in the Urban Context. A Final Report on the Urban Education Project Phase I, October, 1979. Page 12.

In developing the mechanism for parent participation in the implementation of the K-8 grade reorganization for the Providence Public Schools, the goal of the process must be to provide a mechanism which promotes a two-way flow of communication between the School Department, parents, and community groups who will be affected by the reorganization. This overall goal must include the secondary goals of informing the public of the plans for implementation and the facilitation of public response to the decision-making process as implementation plans are developed, evaluated, and established. These meetings are to discuss means of providing for an orderly and timely transition.

It should be recognized that parent participation is difficult and fragile; support for parent participation cannot be half-hearted. Parents, like all citizens, have become suspicious of government, feeling that too often their opinions are not heard, their recommendations are not heeded, and their presence is wanted only for cosmetic reasons. While planning parent participation, it should be understood that the process is by nature vulnerable, and always, even in the best circumstance, open to questions such as, "Will I be listened to?" and "What will be done about my concerns?"

Mechanisms for K-8 Reorganization

Mechanisms have been developed by the Providence School Department which have the potential for encouraging parent participation in the implementation of the proposed K-8 reorganizations. First, the Providence School Department has an established policy for the formation of Segment Planning Committees to advise the School Committee and the Superintendent on matters relating to school consolidations.[2] Second, the URI Study Team developed a consultation process for citizen participation in the planning phase of the reorganization study.[3] Ninety-three organizations and approximately one hundred-sixty individuals were included in the meetings hosted by the URI Study Team. The structure developed by the Providence School Committee and the contacts established by the URI Study Team should be utilized in ensuring maximum parent participation in the implementation phase of the grade level reorganization predicated upon.

Recommendations

The individual Segment Planning Committee should meet with the appropriate members of the Providence School Department Staff to review implementation plans, especially as those plans effect the schools included in each segment. Subsequently, the Segment Planning Committee should hold meetings hosted by the Parent Teachers Association or Parent Teacher Organization of each school directly affected by the reorganization policies. These meetings should be given maximum pre-meeting publicity and should be developed so as to encourage participation from the entire community. Meetings should be held with community groups who are concerned with education in the city. Then once the meetings have taken place, the Segment Planning Committee should meet to discuss the outcome of these and convey their findings and recommendation to the Superintendent and a transition task force for review. Follow-up meetings should take place with the focus on discussion between principal, teachers, staff, and parents. Questions dealing with the actual transition of students and their activities will be reviewed.

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[2] New construction, evaluation of existing buildings, small school policy # 7113 for closing schools, adopted October 28, 1971, latest amendment November 20, 1975.

[3] See Chapter III

The most important aspect of this procedure in ensuring a high level of community participation is to encourage a broad based series of meetings. Several factors are especially important.

First, the individual meetings both at school and community facilities should be carefully publicized. City-wide media, such as the Providence Journal-Bulletin and local television and radio stations, should be contacted about publicizing the meetings and neighborhood meeting dates. The community organization network should be called upon to assist in inviting people to the meetings. The PTA's and PTO's should be supported in sending personal letters through the U.S. Mail to all parents in their schools.

Second, printed material should be available at each school and at central locations such as banks, department stores, multi-service centers, and City Hall which summarizes the K-8 reorganization policy and describes more specifically how students attending particular schools will be affected.

Third, a pre-meeting committee should develop a format which will allow for the maximum dialogue and discussion with school principals and teachers.

Fourth, one or more members of the Providence School Department Staff, involved in the implementation process, should be present at each individual school and community meeting.

Fifth, minutes and other written material of the meeting should be available for parents and community groups who wish to read them.

Sixth, "Blind Response" questionnaires should be distributed in order for the Superintendent and transition task force to find issues which individuals might not wish to mention at a public meeting. The parents who attend the individual school and community meetings should be informed to the meeting of the Segment Planning Committee, and should be made aware of the procedures for presenting information to that group.

Seventh, it is essential that the first meeting in an individual school or community be viewed as the opening of an implementation dialogue.

Sessions should be held at every elementary and middle school in the city which will become part of the K-8 system, since virtually every school is to be affected by the reorganization. Further each community center in every neighborhood should be a meeting site. Priority should be given to these schools in the neighborhoods which are recommended to be closed. The importance of holding individual school and community meetings, however, is that for the most part, parents see their children as attending individual schools rather than the Providence School System. This recommendation, therefore, calls for a procedure which gives maximum opportunity to parents to voice their concerns and hopes about how the grade reorganization will change the educational process for their children, and will provide the persons designated to implement the reorganization with the most specific information concerning the parent perception of the impact of reorganizing the schools and their children.

Simulation of the Implementation of Policy Option V

Simulation of activities is a planning tool which enables us to assess the impact of alternative policy options upon the community. The simulation process is structured by a set of assumptions, and then each policy option is applied to the actual current situation. The outcome is tested for feasibility in accordance with the previously established criteria. As a part of this study, a simulation for implementing Option V was developed in order to test its feasibility. The assumptions and analysis for the simulation of Policy Option V were developed in cooperation with Deputy Superintendent, Charles Matoian, and the Providence School Department staff. The three assumptions are:

1. Once the funding for construction is available, the renovations necessary for the elementary schools to meet K-8 standards will require a twelve month period.

2. Once the funding for construction is available, many elementary schools can be renovated simultaneously.

3. Middle schools should be renovated over a two year period. This period should involve partially clearing the building of students to allow for floor-by-floor renovations.

The general goal of the simulation is to implement Option V. The objectives for each year of the five year phasing-in implementation process are consistent with each school's recommendation outlined in the Policy Option V (Table IV-One).

The factors which were considered during the development of the simulation of the implementation include:

1. The immediate needs of the community in relation to the location of the students.

2. The structural adaptability of the school facility to the K-8 grade structure (i.e. construction and renovation needs).

3. The proximity of such identified schools to potential "receiving schools" (i.e. receiving school's have a capacity which enables them to accept students from schools being renovated).

4. The distribution of construction and renovation among the communities.

The phased-in implementation process is recommended to span a 5-year period. This allows for time to renovate schools with minimal disruption to student life. According to the simulation, three K-8 schools will require only one year to receive students. Five more K-8 schools will open in September of Year 3. The city will have eight additional K-8 schools as Year 4 begins and another seven for Year 5. This plan will leave only one of the recommended twenty-four K-8 schools to complete its renovations by September of the sixth year.

A detailed analysis of the first three years of this implementation simulation is provided in three forms: Overview of the City by School (Tables IV-Three, IV-Four, and IV-Five), Schematic Overview of the City (Maps IV-One, IV-Two, and IV-Three) and Simulation of the Implementation by School (See Appendix H). It would be inappropriate to conduct an in-depth study of the implementation plan beyond Year 3 due to the range of variables which can affect enrollment, capacity, construction schedules, and community disposition over the next three years. Instead, it is recommended that the plans for implementation be reviewed on an on-going basis by the School Department, parents, teachers, and community leaders. This review should produce an implementation schedule responsive to changing educational, social, and demographic scenarios in Providence.

TABLE IV-Two

SIMULATION OF THE IMPLEMENTATION FOR OPTION V

GOALS FOR A FIVE YEAR PHASING-IN PROCESS BY SCHOOL

COMMUNITY STUDY DISTRICT	SCHOOL	OPTION V RECOMMENDATION	YEAR 1 GOAL	YEAR 2 GOAL	YEAR 3 GOAL	YEAR 4 GOAL	YEAR 5 GOAL
I East Side	King	Renovate to K-8	Extend to K-4 & receive	Extend to K-5	Extend to K-6	Extend to K-7	Extend to K-8
	Howland	Close	Close	X	X	X	X
	Bishop	Renovate to K-8	Temporarily extend to 5-8 & receive	Reduce to 6-8 & partially clear for renovations	Reduce to [illegible]-8 & partially clear to complete renovations	Open as new K-8	Unchanged
II Elmwood	Lexington Ave.	Close	Close	X	X	X	X
	Sackett St.	Renovate to K-8	Receive	Extend to K-6	Extend to K-7	Extend to K-8	Unchanged
	Stuart	Renovate to K-8	Receive	Unchanged	Partially clear for renovations	Part. clear to complete renovations	Open as new K-8
III Federal Hill	Lauro	Renovate to K-8	Receive	Extend to K-5	Extend to K-6	Extend to K-7	Extend to K-8
	Bridgham	Renovate to K-8	Unchanged	Reduce to 6-8 & partially clear for renovations	Partially clear to complete renovations	Open as new K-8	Unchanged
IV Fox Point	Fox Point	Renovate to K-8 with language center	Extend to K-6	Extend to K-7	Extend to K-8	Unchanged	Unchanged
V Mt. Pleasant	Kennedy	Renovate to K-8	Extend to K-7	Extend to K-8	Unchanged	Unchanged	Unchanged
	Academy Ave.	Close	Unchanged	Unchanged	Close	X	X
	West	Renovate to K-8	Receive	Partially clear for renovations	Part. clear to complete renovations	Open as new K-8	Unchanged
	Greene	Renovate to K-8	Receive	Unchanged	Unchanged	Partially clear for renovations	Part. clear to complete renovations
	Crowley	Close	Close	X	X	X	X
VI North End	Veazie St.	Close	Close	X	X	X	X
	Windmill St.	Renovate to K-8	Extend to K-6 & receive	Extend to K-7	Extend to K-8	Unchanged	Unchanged
	Hopkins	Renovate to K-8	Reduce to Gr. 8 & part. clear for renovations	Clear & complete renovations	Open as new K-8	Unchanged	Unchanged
VII Olneyville	D'Abate	Renovate to K-8	Extend to K-5	Unchanged	Extend to K-6	Extend to K-7	Extend to K-8
VIII Reservoir	Reservoir Ave.	Replace with new K-8	Unchanged	Unchanged	Unchanged	Unchanged	Close/open new replacement school
IX Silver Lake/ Hartford	Ralph St.	Close	Close	X	X	X	X
	Webster Ave.	Renovate to K-8	Extend to K-5	Extend to K-6	Extend to K-7	Extend to K-8	Unchanged
	Laurel Hill	Close	Temp. extend to 1-5 & receive	Close	X	X	X
	Perry	Renovate to K-8	Completely clear for renovations	Open as new K-8	Unchanged	Unchanged	Unchanged
X Smith Hill	Camden Ave.	K-8 Model Magnet	Extend to K-5 & receive	Unchanged	Unchanged	Extend to K-6	Extend to K-8
XI South Providence	Flynn	K-8 Model Magnet	Unchanged	Extend to K-6	Extend to K-7	Extend to K-8	Unchanged
	Fogarty	Renovate to K-8	Extend to K-5	Extend to K-6	Extend to K-7	Extend to K-8	Unchanged
	Williams	Renovate to K-8	Reduce to 7-8 & partially clear for renovations	Reduce to Gr. 8 & part. clear to complete renovations	Open as new K-8	Unchanged	Unchanged
XII Washington Park	Broad St.	Replace with new K-8	Unchanged	Unchanged	Close/Open new replacement school	Unchanged	Unchanged
XIII West End	Althea St.	Replace both schools with one K-8	Temp. extend to K-3	Close	X	Open K-8 replacement	Unchanged
	Willow St.		Close	X	X		Unchanged
	Asa Messer	Renovate to K-8	Alter current plan to include K-8	Open as new K-8	Unchanged	Unchanged	Unchanged
	Vineyard St.	Renovate to K-8 with language center	Receive	Extend to K-5	Extend to K-6	Extend to K-7	Extend to K-8

Source: URI Study Team, August, 1980.

Table IV-Three
SIMULATION OF THE IMPLEMENTATION OF OPTION V
Detailed Analysis
Overview of the City by School
During Year I

COMMUNITY STUDY DISTRICT	SCHOOL	1979-1980 GRADE STRUCTURE	GOAL OF YEAR I IMPLEMENTATION	PSD PROJ. 1980 ENROLL.	1979-198 PSD CAPACITY	PSD PROJ. AVAILABLE SPACE	YEAR I. IMPLEMENTATION STUDENT DISTRIBUTION	ADJUSTED ENROLLMENT	ADJUSTED AVAILABLE SPACE	YEAR I IMPLEMENTATION STUDENT DISTRIBUTION	ADJUSTED ENROLLMENT	ADJUSTED AVAILABLE SPACE	YEAR I IMPLEMENTATION STUDENT DISTRIBUTION	ADJUSTED ENROLLMENT	ADJUSTED AVAILABLE SPACE
I East Side	King	K-3	Receive from Rowland; extend to K-4	323	630	95	Includes Rowland (4) and grade extension								
	Rowland	4-5	Close	230	376	NA	Send 130 to King (4)	100	NA	Send 100 to Bishop(5)	0	NA			
	Bishop	6-8	Extend to 5-8; receive from Rowland/Hopkins	683	800	117	Receive 100 from Rowland (5)	791	9	70 retained in Fox Point (6)	721	79	Receive 47 from Hopkins (7)	768	32
II Elmwood	Lexington Ave.	K-4	Close		569	NA	Send 150 to Sackett (K-4)	170	NA	Send 170 to Vineyard (K-5)	0	NA			
	Sackett St.	K-3	Receive from Lexington	325	505	180	Receive 150 from Lexington (K-4)	475	30						
	Stuart	5-8	Receive from Williams	710	975	265	Receive 185 from Williams	895	80						
III Federal Hill	Lauro	K-4	Receive from Willow & Ann Messer	276	671	395	Receive 195 from Willow (K-2)	471	200	Receive 135 from Ann Messer	606	65	Receive 45 from Willow (3)	651	20
	Bridgham	5-8	Unchanged	625	700	75									
IV Fox Point	Fox Point	K-5	Extend to K-6	407	517	110	Retain 50 from grade extension (6)	457	60						
V Mt. Pleasant	Kennedy	K-6	Extend to K-7	506	586	80	Retain 71 from grade extension (7)	577	9						
	Academy Ave.	K-5	Unchanged	286	320	38									
	West	6-8	Receive from Perry	623	800	177	Send 360 to Greene (6-8)	263	537	Receive 529 from Perry (6-8)	792	8	85 retained in D'Abate	707	93
	Greene	5-8	Receive from West/Hopkins	523	900	377	Receive 360 from West (6-8)	883	17	Receive 46 from Hopkins (7)	929	-29			
	Crowley	K-5	Close	246	293	NA	Send 246 to Camden (K-5)	0	NA						
VI North End	Veazie St.	K-5	Close	270	694	NA	Send 270 to Windmill (1-6)	0	NA						
	Windmill St.	K-5	Extend to K-6 & receive from Veazie	441	710	269	Retain 72 from grade extension (6)	513	197						
	Hopkins	6-8	Reduce to Gr. 8; part. clear for renovations	325	700	NA	Send 46 to Greene (7)	279	NA	Send 47 to Bishop (7)	232	NA	72 retained in Windmill	160	
VII Olneyville	D'Abate	K-4	Extend to K-5	352	500	148	Retain 85 from grade extension (5)	437	63						
VIII Reservoir	Reservoir Ave.	K-5	Unchanged	195	212	17									
IX Silver Lake/ Hartford	Ralph St.	K-1	Close	190	235	NA	Send 100 to Laurel Hill (1)	90	NA	Send 90 to Webster (K)	0	NA			
	Webster Ave.	K-4	Extend to K-5	250	370	120	Retain 31 from grade extension (5)	281	89	Receive 90 from Ralph (K)	371	-1			
	Laurel Hill	2-4	Extend to 1-5	262	432	170	Receive 100 from Ralph (1)	370	62	Retain 50 from grade extension(1&5)	420	12			
	Perry	5-8	Clear for renovations	610	870	NA	31 retained in Webster (5)	579	NA	50 retained in Laurel Hill (5)	529	NA	Send 529 to West (5-8)	0	NA
X Smith Hill	Camden	K-4	Extend to K-5; receive from Crowley	410	806	396	Retain 61 from grade extension (5)	471	335	Receive 246 from Crowley (K-5)	717	89			
XI South Providence	Flynn	K-5	Unchanged	466	500	34									
	Fogarty	K-4	Extend to K-5	440	625	185	Retain 62 from grade extension (5)	502	123	Receive 90 from Williams (5)	592	33			
	Williams	5-8	Reduce to 760; part. clear for renovations	660	835	NA	Send 185 to Stuart (6)	475	NA	Send 90 to Fogarty (5)	385	NA			
XII Washington Pk.	Broad St.	K-5	Unchanged	625	613	-12									
XIII West End	Althea St.	K-2	Extend to K-3	195	262	67									
	Ann Messer	3-5	Continue with construct. plan	135	207	NA	Send 135 to Lauro	0	NA						
	Willow St.	K-3	Close	195	210	NA	Send 195 to Lauro (K-2)	0	NA	Send 45 to Lauro (3)	0	NA			
	Vineyard St.	K-4	Receive from Lexington	345	455	110	Receive 170 from Lexington	515	-60						

Note: Numerals in parentheses denote grade level for Year I.

Source: URI Study Team, August, 1980

FIGURE IV- Four

SIMULATION OF THE IMPLEMENTATION OF OPTION V

SCHOOLS BY TYPE OF RECOMMENDATION

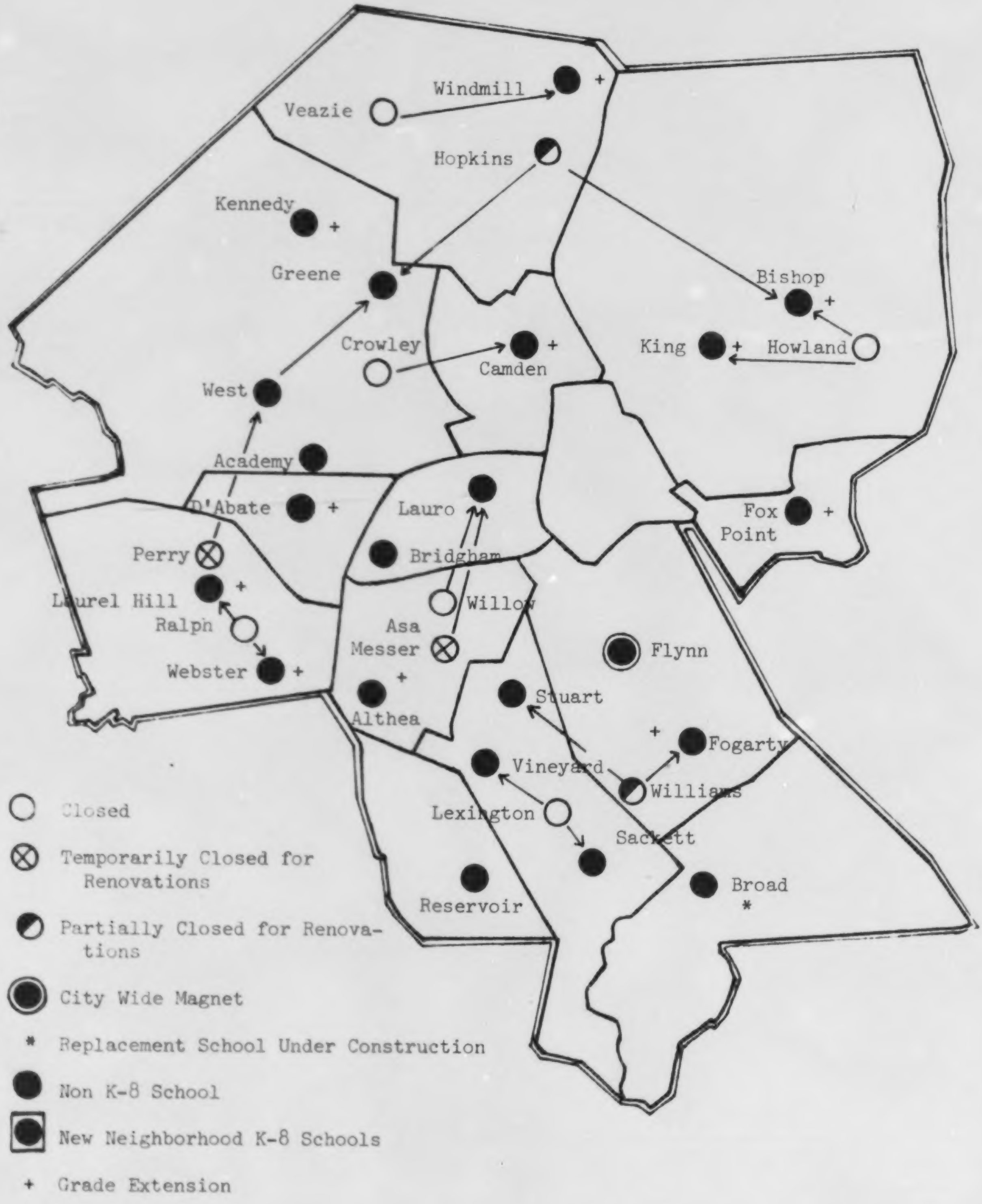
DURING YEAR 1

CLOSED	INCREASED STUDENT ENROLLMENT *	UNCHANGED	PARTIALLY CLEAR FOR RENOVATIONS	TOTALLY CLEAR FOR RENOVATIONS
Howland Lexington Crowley Veazie Ralph Willow	King Bishop Sackett Stuart Lauro Fox Point Kennedy West Greene Windmill D'Abate Webster Laurel Hill Camden Fogarty Althea Vineyard	Bridgham Academy Reservoir Flynn Broad Asa Messer (Construction)	Hopkins Williams	Perry

Source: URI Study Team, August, 1980.

*Includes either extending the grades of the school or additional students to the current grade structure; in some cases both.

MAP IV-One
SCHEMATIC SIMULATION OF THE IMPLEMENTATION OF OPTION V
YEAR 1


Windmill
+
Veazie
Hopkins
Kennedy
+
Greene
Bishop
+
Crowley
+
Camden
King
+
Howland
West
Academy
D'Abate
+
Lauro
Fox
Point
+
Perry
Bridgham
Laurel Hill
+
Willow
Ralph
Asa
Messer
Flynn
Webster
+
+
Althea
Stuart
+
Fogarty
Vineyard
Williams
Lexington
Sackett
Reservoir
Broad
*
○ Closed
⊗ Temporarily Closed for Renovations
◐ Partially Closed for Renovations
◉ City Wide Magnet
* Replacement School Under Construction
● Non K-8 School
▣ New Neighborhood K-8 Schools
+ Grade Extension

194

Source: URI Study Team, August, 1980.

TABLE IV-Four
SIMULATION OF THE IMPLEMENTATION FOR OPTION V
Detailed Analysis
Overview of the City by School
During Year 2

COMMUNITY STUDY DISTRICT	SCHOOL	YEAR 1 GRADE STRUCTURE	GOAL OF YEAR 2 IMPLEMENTATION	PROJ. YEAR 2 ENROLL.	YEAR 2 CAPACITY	PSD PROJ. AVAILABLE SPACE	YEAR 2 IMPLEMENTATION STUDENT DISTRIBUTION	ADJUSTED ENROLLMENT	ADJUSTED AVAILABLE SPACE	YEAR 2 IMPLEMENTATION STUDENT DISTRIBUTION	ADJUSTED ENROLLMENT	ADJUSTED AVAILABLE SPACE
I East Side	King	K-4	Extend to K-5	555	650	95	125 retained from grade extension (5)	680	-30	Send 80 to Fox Point (K-5)	600	50
	Howland	x	x	x	x	x	x		x	x	x	x
	Bishop	5-8	Reduce to 6-8; partially clear for renovations	768	800	32	125 retained in King (5)	643	157	50 retained in Fox Point (7)	593	207
II Elmwood	Lexington Ave.	x	x	x	x	x	x	x	x	x	x	x
	Sackett St.	K-5	Extend to K-6	475	650	175	Retain 50 from grade extension (6)	525	75			
	Stuart	5-8	Unchanged	895	975	80	50 retained in Sackett (6)	845	130	62 retained in Fogarty	783	192
III Federal Hill	Lauro	K-4	Extend to K-5	651	650	0	66 retained from grade extension (5)	717	-67	Send 135 back to Asa Messer	582	68
	Bridgham	5-8	Reduce to 6-8; partially clear for renovations	625	700	75	66 retained in Lauro (5)	559	141			
IV Fox Point	Fox Point	K-6	Extend to K-7	457	650	193	Retain 50 from grade extension (7)	507	143	Receive 80 from King (K-5)	587	63
V Mt. Pleasant	Kennedy	K-7	Extend to K-8	577	650	73	Retain 71 from grade extension (8)	648	2			
	Academy Ave.	K-5	Unchanged	264	320	56						
	West	6-8	Partially clear for renovations	707	800	NA	Send 200 to Perry (6-8)	507	NA	43 retained in Kennedy (8)	464	NA
	Greene	5-8	Unchanged	929	900	-29	28 retained in Kennedy (8)	900	0			
	Crowley	x	x	x	x	x	x	x	x	x		
VI North End	Veazie St.	x	x	x	x	x	x	x	x	x		
	Windmill St.	K-6	Extend to K-7	513	650	137	Retain 72 from grade extension (7)	585	65			
	Hopkins	8	Clear & complete renovations	160	70	NA	Minus 160 from year1 graduation	0	NA			
VII Olneyville	D'Abate	K-5	Unchanged	437	650	63						
VIII Reservoir	Reservoir Ave.	K-5	Unchanged	195	212	17						
IX Silver Lake/ Hartford	Ralph St.	x	x	x	x	x	x	x	x	x		
	Webster Ave.	K-5	Extend to K-6	371	650	279	Retain 31 from grade extension (6)	402	248			
	Laurel Hill	1-5	Close	420	432	NA	Send 420 to new Perry (1-5)	0	NA			
	*(Perry) new K-8	K-8	Open new K-8	0	650	650	Receive 200 from West (6-8)	200	450	Receive 420 from Laurel Hill (1-5)	620	30
X Smith Hill	Camden Ave.	K-5	Unchanged	717	650	-67						
XI South Providence	Flynn	K-5	Extend to K-6	466	650	184	Retain 80 from grade extension (6)	546	104			
	Fogarty	K-5	Extend to K-6	392	650	258	Retain 62 from grade extension (6)	454	196			
	Williams	7-8	Reduce to gr. 8 complete const.	385	835	NA	Minus 190 from year 1 graduation	195	NA			
XII Washington Pk	Broad St.	K-5	Unchanged	625	613	NA						
XIII West End	Althea St.	K-3	Close	195	262	NA	Send 195 to new Asa Messer	0	NA			
	Asa Messer	Close	Open as new K-8	0	650	650	Receive 195 from Althea (K-3)	195	455	Receive 135 from Lauro (3-5)	330	320
	Willow St.	x	x	x	x	x	x	x	x	x		
	Vineyard St.	K-4	Extend to K-5	515	650	135	Retain 48 from grade extension (5)	563	87			

Source: URI Study Team, August, 1980.
Note: Numerals in parentheses denote grade level for Year 2.

FIGURE IV- Five

SIMULATION OF THE IMPLEMENTATION OF OPTION V

SCHOOLS BY TYPE OF RECOMMENDATION

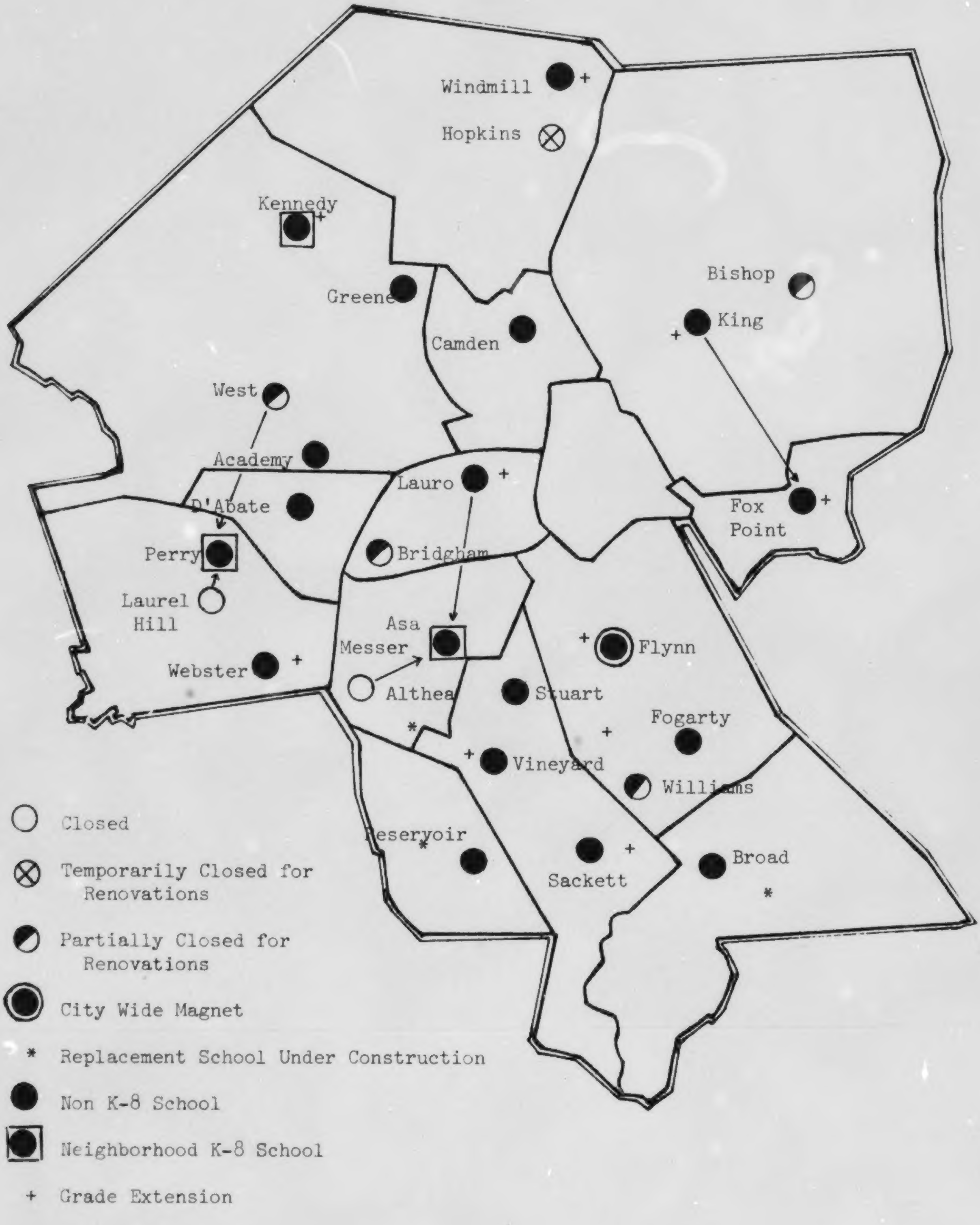
DURING YEAR 2

CLOSED	INCREASED STUDENT ENROLLMENT *	UNCHANGED	PARTIALLY CLEAR FOR RENOVATIONS	TOTALLY CLEAR FOR RENOVATIONS
Howland	King	Stuart	Bishop	Hopkins
Lexington	Sackett	Academy	Bridgham	
Crowley	Lauro	Greene	West	
Veazie	Fox Point	D'Abate	Williams	
Ralph	Kennedy	Reservoir		
Laurel Hill	Windmill	Camden		
Althea	Webster	Broad		
Willow	Flynn			
	Fogarty			
	Perry (new K-8)			
	Asa Messer (new K-8)			
	Vineyard			

Source: URI Study Team August, 1980.

*Includes either extending the grades of the school or additional students to the current grade structure; in some cases both.

MAP IV-Two
SCHEMATIC SIMULATION OF THE IMPLEMENTATION OF OPTION V
YEAR 2


Windmill
Hopkins
Kennedy
Greene
Camden
Bishop
King
West
Academy
Lauro
D'Abate
Fox Point
Perry
Bridgham
Laurel Hill
Asa Messer
Flynn
Webster
Althea
Stuart
Fogarty
Vineyard
Williams
Reservoir
Sackett
Broad
○ Closed
⊗ Temporarily Closed for Renovations
◐ Partially Closed for Renovations
◉ City Wide Magnet
* Replacement School Under Construction
● Non K-8 School
▣ Neighborhood K-8 School
+ Grade Extension

Source: URI Study Team, August, 1980.

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TABLE IV-Five

SIMULATION OF THE IMPLEMENTATION OF OPTION V
Detailed Analysis
Overview of the City by School
During Year 3

COMMUNITY STUDY DISTRICT	SCHOOL	YEAR 2 GRADE STRUCTURE	GOAL OF YEAR 3 IMPLEMENTATION	PROJ. YEAR 3 ENROLL.	YEAR 3 CAPACITY	PSD PROJ. AVAILABLE SPACE	YEAR 3 IMPLEMENTATION STUDENT DISTRIBUTION	ADJUSTED ENROLLMENT	ADJUSTED AVAILABLE SPACE	YEAR 3 IMPLEMENTATION STUDENT DISTRIBUTION	ADJUSTED ENROLLMENT	ADJUSTED AVAILABLE SPACE	YEAR 3 IMPLEMENTATION STUDENT DISTRIBUTION	ADJUSTED ENROLLMENT	ADJUSTED AVAILABLE SPACE
I East Side	King	K-5	Extend to K-6	600	650	50	Retain 125 from grade extension (6)	725	-75						
	Howland	x	x	x	x	x	x	x	x						
	Bishop	6-8	Reduce to 7-8; Part. clear to comp. renovation	593	800	NA	125 retained in Kin (6)	468	NA						
II Elmwood	Lexington Ave.	x	x	x	x	x	x	x	x						
	Sackett St.	K-6	Extend to K-7	525	650	125	Retain 50 from grade extension (7)	575	75						
	Stuart	5-8	Partially clear for renovations	783	975	NA	50 retained in Sackett (7)	733	NA	Send 260 to Williams (5-8)	473	NA			
III Federal Hill	Lauro	K-5	Extend to K-6	582	650	68	Retain 66 from grade extension (6)	648	2						
	Bridgham	6-8	Part. clear to comp. renovation	559	700	NA	66 retained in Lauro (6)	493	NA	Send 300 to new K-8 Hopkins (6-8)	193	NA			
IV Fox Point	Fox Point	K-7	Extend to K-8	587	650	63	Retain 50 from grade extension (8)	637	13						
V Mt. Pleasant	Kennedy	K-8	Unchanged	648	650	2									
	Academy Ave.	K-5	Closed	264	320	56	Send 264 to Hopkins (K-5)	0	NA						
	West	6-8	Reduce to 7-8; part. clear to comp. renovation	464	800	NA	85 retained in D'Abate (6)	379	NA	Send 67 to D'Abate (6)	312	NA			
	Greene	5-8	Unchanged	900	900	NA									
	Crowley	x	x	x	x	x	x	x	x						
VI North End	Veazie St.	x	x	x	x	x	x	x	x						
	Windmill St.	K-7	Extend to K-8	585	650	65	Retain 72 from grade extension (8)	657	7						
	Hopkins	0	Open as new K-8	0	650	650	Receive 300 from Bridgham (6-8)	300	350	Receive 264 from Academy (K-5)	564	86	Receive 67 from Camden (K-5)	631	29
VII Olneyville	D'Abate	K-5	Extend to K-6	437	650	213	Retain 85 from grade extension (6)	522	128	Receive 67 from West (6)	589	61			
VIII Reservoir	Reservoir Ave.	K-5	Unchanged	195	212	17									
IX Silver Lake/ Hartford	Ralph St.	x	x	x	x	x	x	x	x						
	Webster Ave.	K-6	Extend to K-7	402	650	248	Retain 31 from grade extension (7)	433	217						
	Laurel Hill	x	x	x	x	x	x	x	x						
	(Perry) new K-8	K-8	Unchanged	620	650	30									
X Smith Hill	Camden Ave.	K-5	Unchanged	717	650	-67	Send 67 to Hopkins (K-5)	650	0						
XI South Providence	Flynn	K-6	Extend to K-7	546	650	104	Retain 80 from grade extension (7)	626	24						
	Fogarty	K-6	Extend to K-7	454	650	196	Retain 62 from grade extension (7)	516	134						
	Williams	8	Open as new K-8	195	650	455	Minus 195 from year 2 graduation	0	650	Receive 260 from Stuart (5-8)	260	390	Receive 125 from Broad (K-5)	385	265
XII Washington Pk	Broad St.	K-5	Close/Open replacement K-8	425	650	25	Transfer 300 enrollment to replacement school	300	150	Send 125 to new Williams K-8 (K-8)					
XIII West End	Althea St.	x	x	x	x	x	x	x	x						
	(Asa Messer) new K-8	K-8	Unchanged	330	650	320	Receive 200 from Stuart (5-8)	530	120						
	Willow St.	x	x	x	x	x	x	x	x						
	Vineyard St.	K-5	Extend to K-6	563	650	87	Retain 48 from grade extension (6)	611	39						

Note: Numerals in parentheses denote grade level for Year 3.

Source: URI Study Team, August, 1980.

FIGURE IV-Six

SIMULATION OF THE IMPLEMENTATION OF OPTION V

SCHOOLS BY TYPE OF RECOMMENDATION

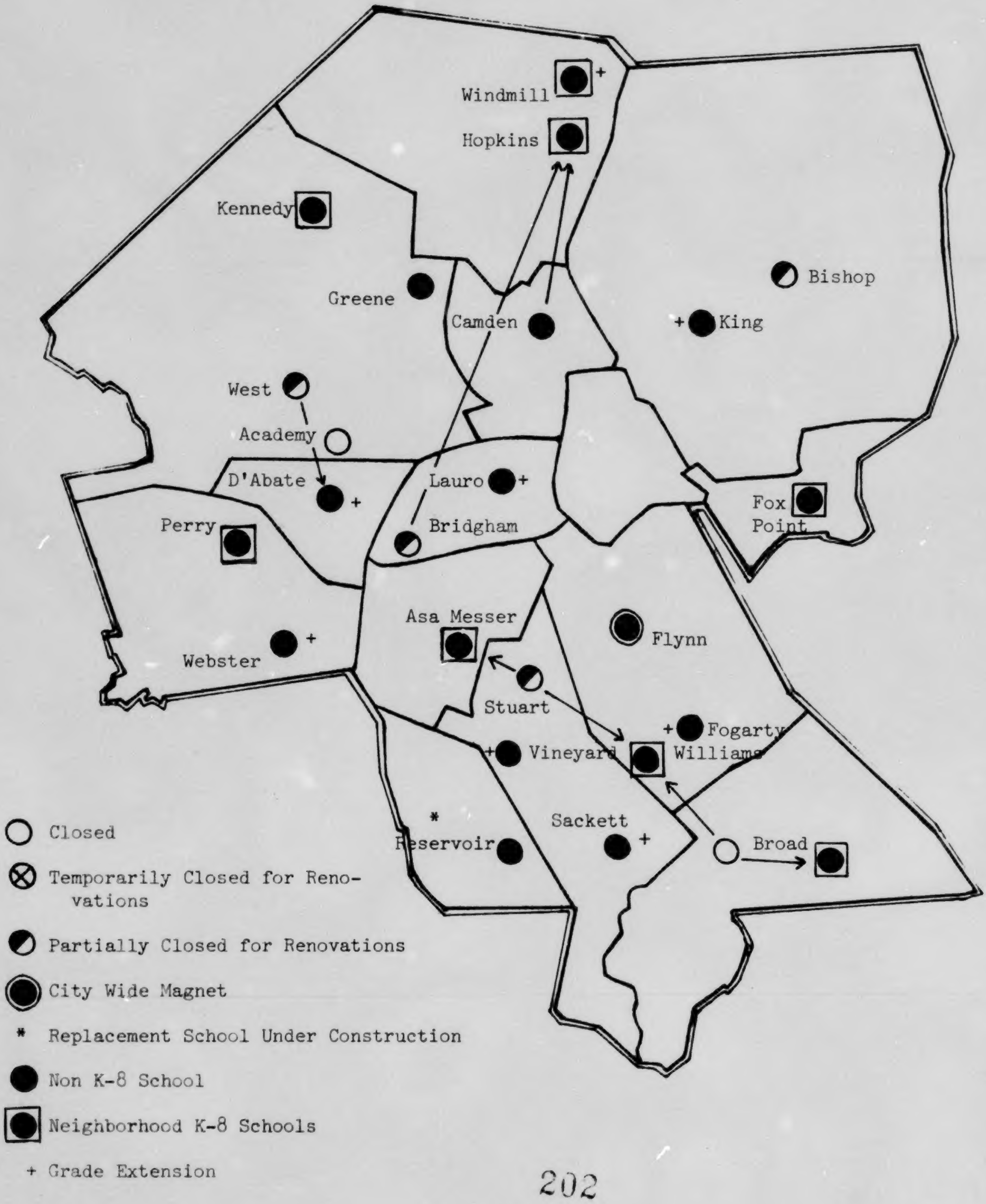
DURING YEAR 3

CLOSED	INCREASED STUDENT ENROLLMENT*	UNCHANGED	PARTIALLY CLEAR FOR RENOVATIONS	TOTALLY CLEAR FOR RENOVATIONS
Howland	King	Kennedy	Bishop	
Lexington	Sackett	Greene	Stuart	
Academy	Lauro	Reservoir	Bridgham	
Crowley	Fox Point	Perry	West	
Veazie	Windmill	Camden		
Ralph	D'Abate	Asa Messer		
Laurel Hill	Webster			
Althea	Flynn			
Willow	Fogarty			
	Hopkins (new K-8)			
	Williams (new K-8)			
	Broad (replacement)			
	Vineyard			

Source: URI Study Team, August, 1980.

*Includes either extending the grades of the school or additional students to the current grade structure; in some cases both.

MAP IV-Three
SCHEMATIC SIMULATION OF THE IMPLEMENTATION FOR OPTION V
YEAR 3


Windmill
Hopkins
Kennedy
Greene
Camden
Bishop
King
West
Academy
D'Abate
Lauro
Bridgham
Fox Point
Perry
Asa Messer
Flynn
Webster
Stuart
Fogarty
Vineyard
Williams
Sackett
Reservoir
Broad
○ Closed
⊗ Temporarily Closed for Renovations
◐ Partially Closed for Renovations
◉ City Wide Magnet
* Replacement School Under Construction
● Non K-8 School
▣ Neighborhood K-8 Schools
+ Grade Extension

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Source: URI Study Team, August, 1980.

Specific Transition Activities

A PERT chart is a way of illustrating the tasks necessary for the completion of project, the most logical sequence these tasks should take, and the relationships among the tasks. Table IV-Six represents the steps to final implementation that must occur for the K-8 feasibility study to succeed once a decision has been made about its status.

Each box indicates a specific set of activities. The chart flows from left to right so that any activity or task to the left of another must be completed prior to moving to the one to its right. Tasks on a parallel vertical line can be completed simultaneously. A solid line between activities indicates a direct link between these activities. A broken line indicates that the activities so linked are associated but not directly related. When there is no line between activites, they are completely independent of each other.

The process of implementation of Policy Option V begins with the presentation of the study to the Superintendent and School Committee. A decision is made concerning the K-8 policy option. Once this task is completed, two indirectly linked activities can then be undertaken. First, the final identification of the location of K-8 schools can be made. Second, a K-8 curriculum will be reviewed, having previously been completed by the Providence School Department. These activities can take place simultaneously but are not dependent on each other for completion.

After those two tasks have been completed, four additional activities can be initiated. All four are directly linked to final identification of the location of K-8 schools. Only two are directly linked, or dependent upon, the K-8 curriculum development activities. These are: first, the architectural educational specifications; and second, the selection of building staff and central staff management. The third and fourth activities are the reuse of closed building community-based decision process and the student assignment patterns and transportation plan.

Among these four activities, various patterns of linkages occur. The student assignment patterns and transportation plan is directly associated with the activity of selecting the building staff management and central staff arrangement. The architectural educational specifications, on the other hand, is only tangentially related to the selection of building and central staff management. And the reuse of closed building community-based decision process is an activity which can be accomplished in isolation from other tasks. In Providence, it will most likely be directed by City Hall.

The completion of this series of activities signals the beginning of the next sequence of tasks. The work of renovations/additions/replacement schools and the pre-service and in-service training programs by building certification courses can be done concurrently; there is an indirect relationship between them; each is dependent upon a different prior activity. The renovations/additions/replacement school work can not be begun until the architectural education specifications have been completed. And the pre-service and in-service training programs by building certification courses are activities whose initiation is dependent upon the prior selection of building and central staff management.

Once this set of tasks is finished, two new activities may be started. These two activities are also not dependent on one another and originate from separate prior activities, but can be done at the same time.

The phased-in plan for schools opening can be started only after the renovations/additions/replacement school work is completed. The parent/staff work sessions are only possible once the pre-service and in-service training programs by building certification courses are finished.

Following the completion of both of the above-mentioned tasks, staff/parent/student pre-opining meetings by school building can be initiated. These meetings are then a prelude to the K-8 Grade Reorganization policy option being fully implemented and the building open and ready.

The entire process, from the presentation of the study to the Superintendent and School Committee and their decision to the final implementation, is scheduled to be a phased-in process. This process, as detailed in the flow chart of activities, sequencing, and relationships, is intended to be a logical and orderly method of implementing a multi-faceted project affecting so many different groups.

Conclusion

This chapter begins to describe the activities necessary in a transition process to a K-8 grade reorganization. It follows the completion of the public policy feasibility study during which Policy Option V was recommended for adoption by the Superintendent and the Providence School Committee. Four critical issues were identified which must be resolved for a successful implementation: certification, building organization, staff development, and parent participation. A simulation of a "nuts and bolts" strategy to implement Option V was developed until year three. The simulation was assessed as workable in that it met the objective of minimal disruption of student life. Lastly, a schematic PERT of the entire transition process was presented in summary format in order to show the interrelationship and sequencing of the steps necessary to provide for a successful transition of the Public School System from its current state to a reorganization to a K-8 elementary school system.

FIGURE IV-Six
K-8 GRADE REORGANIZATION
IMPLEMENTATION/TRANSITION PROCESS ACTIVITIES FLOW CHART

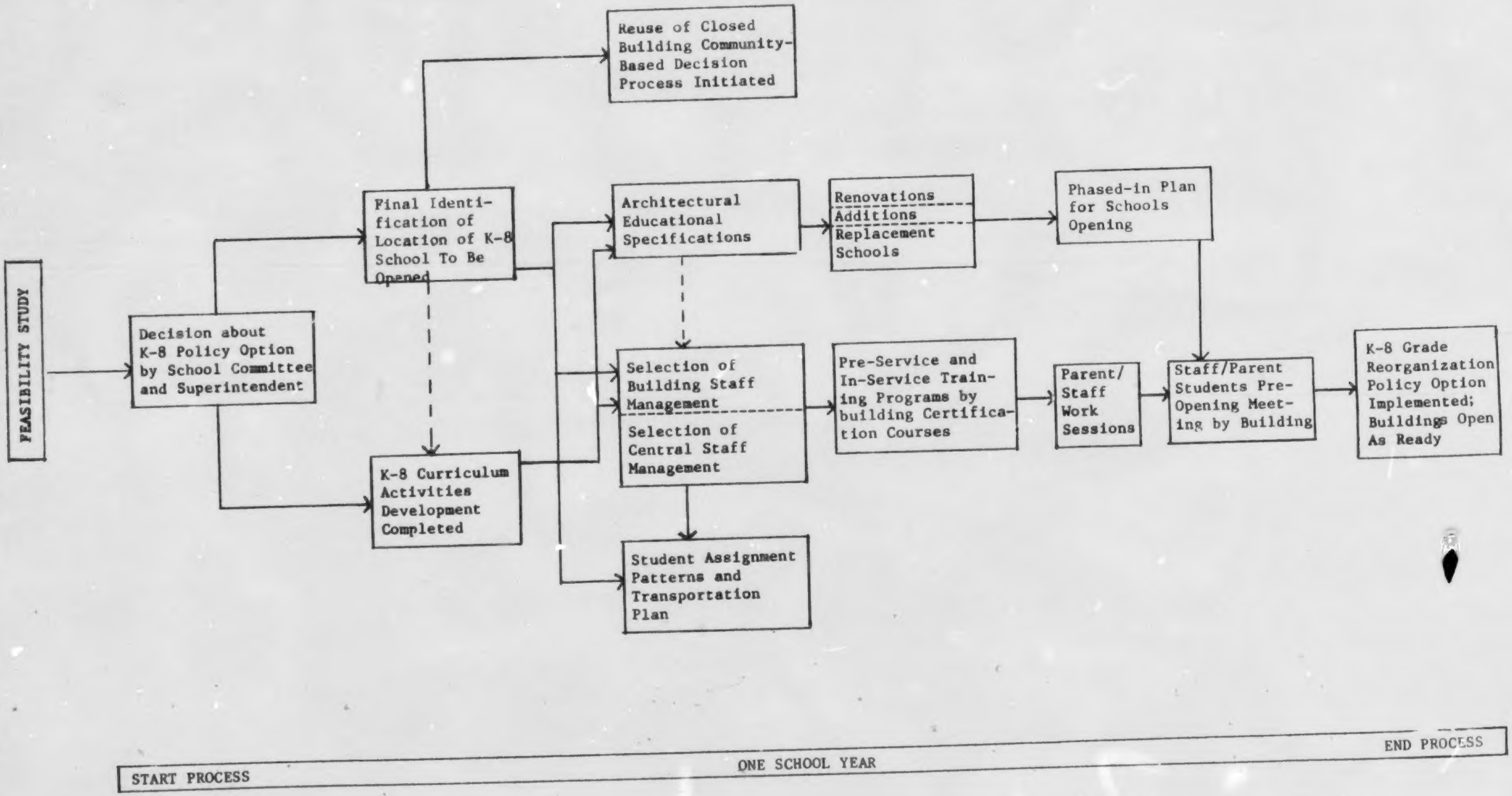

FEASIBILITY STUDY
Decision about K-8 Policy Option by School Committee and Superintendent
Final Identification of Location of K-8 School To Be Opened
K-8 Curriculum Activities Development Completed
Reuse of Closed Building Community-Based Decision Process Initiated
Architectural Educational Specifications
Selection of Building Staff Management
Selection of Central Staff Management
Student Assignment Patterns and Transportation Plan
Renovations
Additions
Replacement Schools
Pre-Service and In-Service Training Programs by building Certification Courses
Phased-in Plan for Schools Opening
Parent/Staff Work Sessions
Staff/Parent Students Pre-Opening Meeting by Building
K-8 Grade Reorganization Policy Option Implemented; Buildings Open As Ready
START PROCESS
ONE SCHOOL YEAR
END PROCESS

FIGURE IV-Seven

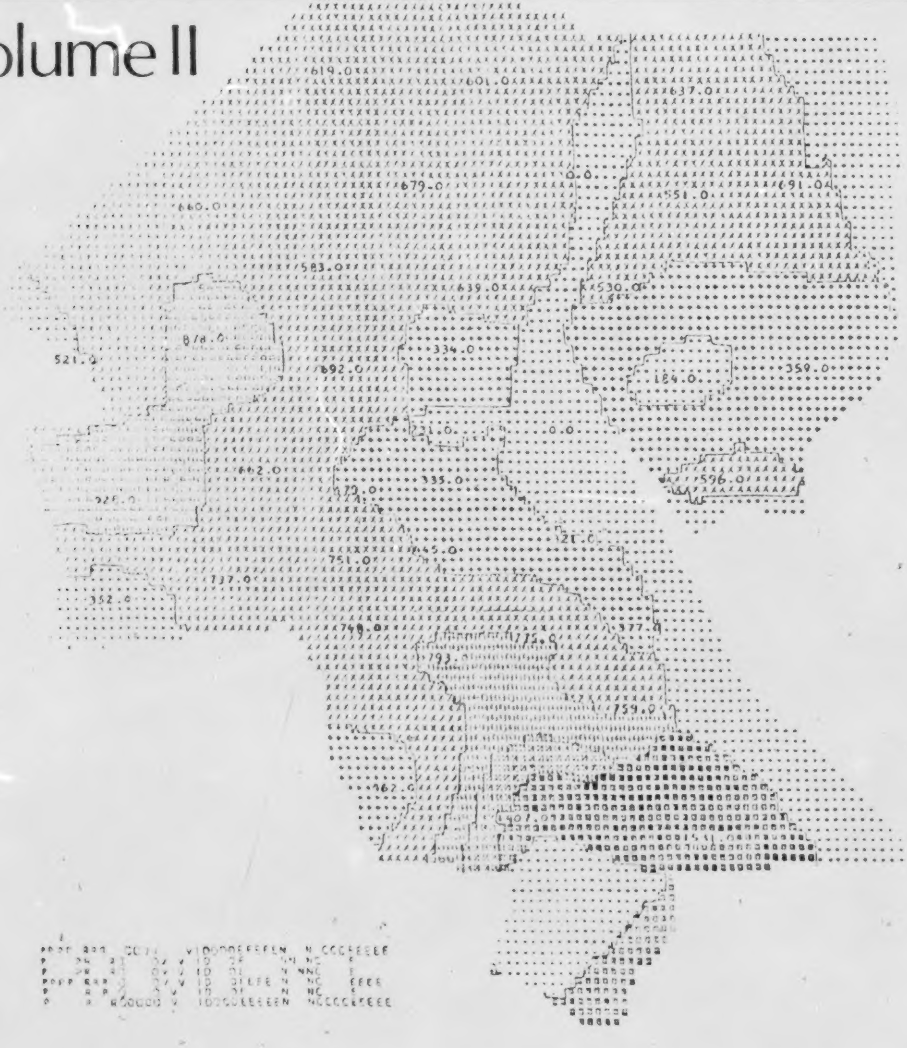
PUBLIC POLICY: IMPACT FEASIBILITY STUDY OF GRADE LEVEL REORGANIZATION OF THE PROVIDENCE SCHOOL SYSTEM

FEASIBILITY STUDY			IMPLEMENTATION	TRANSITION PROCESS
SPRING 1979	WINTER 1980	SPRING 1980	SUMMER 1980	FALL 1980-SPRING 1981
Phase I	Phase II	Phase III	Implementation Strategies	Transition Activities
. Review of learning environment and early adolescence information . Assessment of current status of elementary and middle schools . Preliminary examination of economic status in elementary and middle schools . Preliminary Report School Profiles	. Review of Phase I information . City-wide population projections/demographic analysis . Economic/fiscal analysis . Issue identification/consultation process . Preliminary scenario analysis . Interim Report	. Continuation of demographic analysis; cost impact analysis; and consultation process . Scenario analysis: policy options . Facilities assessment . Intensive impact analysis studies * Desegregation * Community impact . Draft Final Report	. Development of a workplan for K-8 program educational specifications . Initial transition activities . Student assignment plan . Continuation of facilities assessment. * Desegregation * Transportation plan * Simulation of Policy Option V * Certification . Staff development plan . Organization/management plan . Final Report	. Decision-making by School Committee on K-8 reorganization policy options . Organization of a transition task force . Disseminate reports . Phasing-in plan for school buildings * Architectural specifications * Bond issues * Sequencing . Pre-service and in-service training programs . Parent/staff work sessions . Parent/staff/students pre-school opening meetings . Legislation for certification . Transition Status Report . Building management plan . Reuse of buildings . Implementation Report

Final Report

On The Feasibility Of A Grade Level Reorganization For The Providence School System

Volume II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335.0
925.0
596.0
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645.0
751.0
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262.0
PROVIDENCE

UD021664

Graduate Curriculum in Community Planning & Area Development

University of Rhode Island October 1980

FINAL REPORT
ON THE FEASIBILITY OF A GRADE LEVEL REORGANIZATION FOR THE PROVIDENCE SCHOOL SYSTEM

VOLUME II

TO: The Providence School Committee
The Providence School Department
Dr. Jerome B. Jones, Superintendent

FROM: The Graduate Curriculum in Community Planning
and Area Development

University of Rhode Island

Dr. Marcia Marker Feld, Associate Professor
and Principal Investigator of the Study Project

DATE: October 30, 1980

UNIVERSITY OF RHODE ISLAND

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Appendix A

INDEX OF STUDY COMPONENTS BY REPORT

Public Policy Study on the Feasibility of a Grade Level Reorganization for the Providence School System

Public Policy Study Reports

CODE	TITLE
.01	A Report on the Feasibility of a Grade Level Reorganization for the Providence School System: Phase I (April 24, 1979)
.02	Individual School Profiles Series (April 24, 1980; Revised January, 1980)
.03	Interim Report on the Feasibility of a Grade Level Reorganization for the Providence School System: Phase II (January 24, 1980)
.04	Update: Status Report on the Feasibility of a Grade Level Reorganization for the Providence School System: Phase III (April 30, 1980)
.05	Working Draft of the Final Report on the Feasibility of a Grade Level Reorganization for the Providence School System: Phase III (June 23, 1980)
.06	Revised Working Draft of the Final Report on the Feasibility of a Grade Level Reorganization for the Providence School System: Phase III (August 12, 1980)
.07	Final Report on the Feasibility of a Grade Level Reorganization for the Providence School System: Phase III (October 23, 1980)

Note: This Index does not include the Executive Summary, which is taken from the Final Report, (October 23, 1980).

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	(.02) Revised School Profiles (January, 1980)	Entire Document	--
	(.03) Interim Report (January 24, 1980)	Chapter IV, Demographic Analysis: Future Population of K-8 Students in Providence	23-42
	(.05) Working Draft (June 23, 1980)	Appendix H, Revised Computer Simulation Population Distribution Maps of Providence	--
	(.07) Final Report (October 30, 1980)	Appendix C, Technical Appendix: Population Projection Methods and Findings	34-48 (Vol.II)
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		Appendix H, Simulation by School of an Implementation Strategy of Policy Option V	140-172 (Vol.II)

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	(.02) Revised School Profiles (January, 1980)	Entire Document	--
	(.03) Interim Report (January 24, 1980)	Chapter V, Economic Analysis: Fiscal Consequences of a K-8 Reorganization	43-59
	(.04) Update: Status Report (April 30, 1980)	Chapter II, Fiscal Consequences of a K-8 Grade Level Reorganization	80-87
	(.07) Final Report (October 30, 1980)	Chapter II--Economic Comparisons of Options IV and V	85-87 (Vol.I)
		Chapter II--Financing Construction	90-94 (Vol.I)
		Chapter II--Cost and Capacity: City-Wide and Neighborhood Perspectives	99-103 (Vol.I)
		Chapter II--The K-8 School and Construction Needs	
Facilities Analysis/Land Use	(.01) Phase I Report (April 24, 1979)	Chapter III, Assessment of the Status of Providence's Elementary and Middle Schools	26-101
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	Secondary data collection and format, social indicator analysis		Chapter III, Assessment of the Status of Providence's Elementary and Middle Schools	26-101
	Secondary data collection and format, social indicator analysis, individual school budget cost center analysis		Chapter IV, Preliminary Examination of the Economic Status of the Elementary and Middle Schools	103-128
	Secondary data collection and format, social indicator analysis	(.02) Individual School Profiles (January, 1980)	Part II, Individual School Profiles	1-355
	Needs assessment, community decision matrix, community boundary analysis/land use	(.03) Interim Report (January 24, 1980)	Chapter III, The Planning Process	10-22
	Cohort Survival/demographic analysis, community boundary analysis/land use		Chapter IV, Demographic Analysis: Future Population of K-8 Students in Providence	23-42
	Economic measures, cost center analysis		Chapter V, Economic Anlaysis: Fiscal Consequences of K-8 Grade Level Reorganization	43-59
	Issue identification and analysis		Chapter VI, Identification and Analysis: Issues and Concerns of a K-8 Grade Level Reorganization	60-66
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COMPONENT	METHOD EMPLOYED	REPORT	CHAPTER	PAGES
Methodology (Continued)	Community decision matrix, scenario analysis, public policy analysis, community boundary analysis/ land use	(.03) Interim Report (January 24, 1980)	Appendix B, Technical Appendix	126-128
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	Needs assessment, issue identification and analysis		Chapter III, A Citizen-Based Consultation Process: Issues and Concerns	105-127 (Vol.I)
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Appendix B

ABSTRACT OF PHASE I (May 1, 1979)

ABSTRACT OF PHASE II (January 24, 1980)

Appendix B

ABSTRACT

A REPORT ON THE FEASIBILITY OF A GRADE LEVEL REORGANIZATION FOR THE PROVIDENCE SCHOOL SYSTEM: PHASE I

TO:
The Providence School Committee
The Providence School Department
Dr. Jerome B. Jones, Superintendent

FROM:
The Graduate Curriculum in Community
Planning and Area Development
University of Rhode Island

Dr. Marcia Marker Feld
Associate Professor and
Principal Investigator of
the Study Project

Ms. Barbara Brauner Berns
Educational Planner

Mr. Karl Radov
Economist

DATE: May 1, 1979 (Revised)

PART I: Final Report

PART II: Individual School Profiles

FOREWORD

The report discussed in this abstract was developed at the request of the Superintendent of Schools and the Providence School Committee. The policy issue addressed is grade level school organization. The issue is important because Providence, like major cities elsewhere, is questioning the appropriateness of an intermediate school organization. The focus is on middle schools, and the early adolescent students who are enrolled. There is concern that the middle school system may not be the optimum structure for administering or delivering quality and cost-effective educational services to this particular student population.

Decisions about grade level reorganization should be based upon at least three significant criteria: the learning environment, economic feasibility, and community need. Data and information were collected, therefore, in these three categories to document the various impacts or consequences of the middle school structure, as it currently exists in Providence. This data collection effort was designed and conducted to provide the initial steps of a comprehensive feasibility study and an implementation stage to be carried out at a later date.

CHAPTER 1: INTRODUCTION

Within the past few years, the Providence School Department has instituted changes which will alter the education provided to the city's students. Minimum competency standards have been developed for elementary levels, and career education and magnet programs have been established for secondary school levels. The city's desegregation plan has been amended and a reorganization of the schools' administrative structure has been implemented. These have been significant improvements, but there are still areas that drastically need attention.

A key area of concern in Providence is grade level organization of schools. Current information indicates that there are 11 different pre-high school grade organization patterns within the system: K-1; K-2; K-3; K-4; K-5; K-6; 2-4; 3-5; 4-5; 5-8; and 6-8. In total, there are 32* different schools; 8 are middle schools. Most were constructed between 1890-1930. The cost of operating individual schools differs substantially.

The question of grade level school organization appears to be significant from two perspectives: quality of education and cost-effectiveness. The relationship of school structure to school program is important. The diversity of structures in Providence implicitly suggests that there is little consensus about what the grade structure for quality schooling should be. When placement of students in pre-high school grades is arbitrarily determined, the relationship among student needs, learning and instruction, and organization structure is not given priority. Stated another way, a high-quality educational program should mandate a close fit between substance and structures, and such is not currently the case.

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*32 in use as elementary and middle schools

There are a number of preliminary assumptions identified for this study which should provide a basis for discussion on a major grade reorganization for the Providence School Department.

- * Students should be able to walk to school;
- * Schools should be in areas that are equally accessible to minority and majority student populations;
- * School buildings which comprise the reorganized system should be structurally sound and cost-efficient to operate;
- * School buildings should be planned to allow for a diversity in instructional approaches and programs;
- * The reorganized school should be a community school;
- * The maximum student population for quality education is between 500-600 children;
- * A commitment for closing schools, renovating schools, and new school construction, where deemed appropriate is made;
- * Assessing and, if necessary, improving the relationship of early adolescent development and needs with curriculum and instruction will be part of the reorganization process;
- * These decisions should be made as a collaborative decision process of the school committee, administration, teachers, students, parents, and community.

The Final Report is divided into two parts. Part I presents the findings of the study and Part II, the Individual School Profiles. Taken together, they provide the basis for the discussion on whether to proceed with grade level reorganization.

CHAPTER II: THE LEARNING ENVIRONMENT AND EARLY ADOLESCENCE

The early adolescent student population will be the group most affected by a change in grade level school organization in Providence. The exact age range associated with the early adolescent phase of development is defined differently by various experts, but, for purposes of our discussion, will include students from grades five through eight.

Early adolescence is a phase of development second only to infancy in the velocity of growth that occurs. In spite of this situation, very little research has focused on the patterns and needs of the early adolescent group. Most often, research has centered on late adolescents (over 15) and younger children. The findings have then frequently been modified to "fit" the early adolescent population. So minimal is study and knowledge about these youngsters that many writers have referred to them as "the forgotten group."

Recognition of this information lack has encouraged the Ford Foundation (1977) and the National Science Foundation (1978) to review current data and material on early adolescence. The reviews have focused on developmental needs in relation to the learning environment. The findings indicate, however, that only a paucity of research exists. Current literature and information appears to be fragmented, has severe methodological problems, and is not generally geared for practical use. This assessment is confirmed by Hill and Elkind, researchers who independently have conducted studies and literature reviews of adolescence for a number of years.

The most often quoted characteristics of this period are defined by Erikson (1968), Havinghurst (1951), and Konopka (1975). The latter has highlighted the following developments:

* Experience of physical and sexual maturity
* Consciousness of self in interaction
* Re-evaluation of values
* Experimentation in wider circles of life coupled with insecurity and audacity
* Movement from dependence on adults to interdependence with adults, peers, and younger children.

Most literature compares the middle and junior high schools as effective vehicles for education and socialization of early adolescents. The research does not consistently favor either form of grade level organization. In general, the existing research is poor methodologically, and is often carried out by proponents of one system or the other. Therefore, bias is largely evident.

There do not appear to be any major systemic differences between the two organizations. The principal difference is the school philosophy (with the middle school philosophy being more theoretically based), but the practical distinctions between the two are vague. There sometimes appears to be a stronger commitment to departmentalization in the middle school. Otherwise, the systems are not very distinct.

Data on violence, a good student indicator, recently received considerable attention. The National Institute for Education's Safe School's Study reported that risks are particularly high for youths aged 12 to 15. In fact, 60% of the robberies and 50% of the assaults on these youngsters have occurred at school. While approximately 1.3% of the secondary school students indicated they had been attacked in school in a typical one-month period, students from intermediate school systems reported twice as many incidents as senior high school students. Likewise, personal violence is also more prevalent at the intermediate level than in elementary schools. The risks, for this early adolescent population, appear to be highest in junior high schools in urban areas. The issue of early adolescents being more likely to be involved as both victims and offenders is significant.

A key issue to examine is whether a separate intermediate system or a K-6 structure is best for Providence. There is a resurgence of interest in the literature on the K-6 system as a sound learning environment for early adolescent students. Again the research is minimal, but there is growing recognition of the strengths of such systems. Pioneering research by Blyth, Simmons, and Bush focuses on schools with differentiation between 6th and 7th grades, and K-6 elementary schools and associated intermediate schools. Their findings suggest that students in K-8 indicate less anonymity than those moving into intermediate structures, feel better acquainted with students and teachers, and report greater involvement in extra-curricular participation. Students in intermediate systems experience a higher degree of victimization and feel less positive about themselves.

This work, supplemented by other studies, begins to suggest that grade structure does have an impact on socialization issues which are so significant during the early adolescent phase of development. While data does not clearly support the superiority of one system over another, K-8 research does seem to indicate some real strengths. On the basis of our review of the literature and trends, we recommend the K-8 as a heterogeneous, supportive environment for early adolescents at a volatile time of their lives.

CHAPTER III: ASSESSMENT OF THE STATUS OF PROVIDENCE'S ELEMENTARY AND MIDDLE SCHOOLS

Introduction

The assessment of the status of the Providence elementary and middle schools has been organized into two chapters, each illustrating a part of the overall picture. Chapter III reviews the physical, locational, organizational, and behavioral aspects including grade level organizational patterns, student resident location, facilities data, feeder patterns, student composition and enrollment, staffing, transportation, citizen participation organizations, neighborhood characteristics, and student behavior. This information is also available by school in the profiles. Chapter IV examines some key economic measurements and trends as a method of identifying a cost-effective approach to structural reorganization.

There are sixty-two tables in these two chapters which review over two hundred variables about the Providence School System. This information falls into ten categories, each of which identify a critical element in forming criteria for a decision about grade level reorganization. Not all of the categories are treated in equal depth. The most important are basic information such as current grade level organization, facilities, student resident location and enrollment composition, student behavior, fiscal/economic issues. Other categories are more readily changed, such as feeder patterns or transportation; others such as staffing, organization, and management need further analysis than time constraints allowed. Chart One which follows indicates how each category and type of information is useful in selected areas of planning implementation decisions.

CHART ONE

TABLES INCLUDED ON PHASE ONE REPORT	USEFULNESS IN SELECTED AREAS OF PLANNING DECISIONS AND IMPLEMENTATION
* Grade Level Organization	Assessment of organizational discrepancies
* Facilities	Determination of usable buildings for reorganized school; recyclability potential
* Feeder Pattern	Reassignment of students necessitated by grade reorganization; desegregation impact
* Student Resident Location, Enrollment and Composition	Determination of extent of student reassignment; bilingual education impact; special education impact
* Staffing Pattern	Reassignment of personnel; reassessment of federal funding potential
* Transportation	Special education impact; desegregation impact; cost impact for reorganization
* Citizen Participation Organizations	Identification of groups to be involved in reorganization planning
* Neighborhood Characteristics	Determination of site selection for reorganized schools; program development; assessment of responsiveness to reorganization project
* Student Behavior	Determination of school climate issues; program developed; determine quality of education
* Economic/Fiscal	Cost impact for reorganization issues

In examining the status of Providence's elementary and middle schools, the above ten major categories of information have been reviewed. Taken together, they make a strong case for reassessment of the current grade level organization structure of Providence and suggest that another structure, such as K-8, might better meet the needs of the students. The present grade level organization is chaotic; no one coherent pattern emerges. The preliminary assessment of the facilities indicates, however, that resources currently exist to meet a grade level reorganization which will provide a more balanced, organized system focusing resources on multipurpose, cost-effective, and energy saving facilities.

The findings of this phase of the feasibility study are numerous. An analysis of grade level organization confirms that there is no unified grade structure. Instead, there are eleven different patterns present in the system: K-1, K-2, K-3, K-4, K-5, K-6, 2-4, 3-5, 4-5, 5-8, and 6-8. Each school has a different student enrollment, reinforcing that there is no consensus in Providence on what schooling for early adolescents should be.

A survey of the current elementary and middle school facilities is also revealing. The facilities are old. Twenty-six out of thirty-two were built before World War I, six before 1900; and only six out of thirty-two are fireproof. Their structure generally does not support flexibility in terms of curriculum and instruction. Examination of solely physical criteria indicates that eleven of the schools now in use as elementary schools of various grades would be unsuitable for conversion to K-8 schools, with enrollments between 500-600 children, and capable of supporting diverse curriculum programs and services. Another twelve are potentially useful but lack either a gym or have fewer than twenty academic classrooms. (With one exception, these are currently elementary schools.) The last group of eleven schools have the estimated capacity and the special facility rooms necessary for a K-8 program. It is evident that a wealth of resources are available, even in an older system; and there are clear constraints which the Providence School Department must face.

Knowledge about school enrollment trends is critical and needs a close assessment since the entire fabric of Providence is changing much more swiftly than anticipated. Neighborhoods which are considered slums, can, through revitalization and federal housing programs, become a "newly" discovered community to live in. What kinds of families are moving in, and what are the implications for the schools can only be guessed at at the present time. The continual upgrading of neighborhoods and the potential for a new definition of community is a critical element in future planning for the school system.

A major activity of the study, therefore, was an assessment of student resident location, enrollment and composition. The twenty-four neighborhoods of Providence have a total of just under 32,000 children between 5-18 years of age. Twenty percent of the children (6,499) are located in just two neighborhoods: Elmwood/South Elmwood and West End. The next three neighborhoods, ranked by the number of school aged children (Washington Park, Elmhurst, and Wanskuck) do not equal this amount (5,874). The fewest children are found in Downtown, College Hill, Reservoir, and Wayland. The neighborhoods with the highest percent of children in public schools are Upper South Providence (77.2%), Lower South Providence (75.4%), West End (74.4%), Fox Point (71.6%), Hartford (71.4%), Elmwood/South Elmwood (71.1%).

Enrollment for K-8 between 1965 and 1978 has decreased by 5,517 children or -30%. Although the total enrollment has fallen, the number and percent age of minority students (as defined by the federal government as Black, Hispanic, Portuguese, Asian/Pacific Islander, and American Indian) has risen. In 1974, the elementary school enrollment was 77.5% White and 22.5% Black (the only minority counted); while in 1978, 59% of the elementary population was White and 41% minority. Of this minority, 60% were Black, 20% Hispanic, 15% Portuguese, 8% Asian/Pacific Islander, and less than 1% American Indian.

Staffing patterns were reviewed, and findings suggest that under 500 teachers are in grades K-8; less than 2% or ten teachers instruct bilingual classes. Non-teaching personnel composition - so important to the coming of age of the adolescent - is 7% librarians, 2% guidance personnel, and 1% psychologists. This clearly emerges as an area where reassessment is essential once other decisions have been made concerning grade level organization. Staffing decisions must be assessed in light of student and neighborhood characteristics in order to meet the mandate for quality education.

Citizen participation is a major area for consideration in determining a grade level organization. All decisions must be collaborative, and we see this report and the open School Committee meeting as the beginning of a dialogue on this issue among the School Committee, central administrative staff, Office of the Mayor, curriculum supervisors, principals of elementary and middle schools, parents, students, and teachers, community groups interested in the schools.

Facilities, costs, and all other issues addressed thus far must be related to the neighborhood. The study team looked at the many characteristics which make up a neighborhood: population, income, employers, AFDC, housing rehabilitation needs, area occupied, and number of minority students. These all add up to the environment in which the school is located as well as indications of a neighborhood's attitudes toward change. Providence is changing at a very fast rate, and it is important to understand that change when planning for schools. More detail will be specified in the next study phase.

In concluding this phase, an assessment was conducted of the current learning environment in order to test whether students behave differently in a K-8 grade organization rather than a middle school. The study team looked at early leavers, percent of attendance of schools, suspensions, and mean achievement development. In all cases, students in 5.5 and 5.7 in elementary schools score higher in reading, math, language, and spelling than students in the same grade in middle schools. Behavior problems seem frequent at the intermediate level, particularly in comparison to elementary schools.

The analysis of both current feeder patterns and transportation was minimal in this phase of the study. While students usually walk from their place of residence to school, desegregation, ESL, special education, Magnet programs, and others have led to patchwork patterns. These categories for analysis depend upon other laws, mandates and policy decisions so they will be reviewed in greater depth in Phase II.

From the examination of each of the elements discussed above, the study team concluded that grade structure, as it currently exists, exhibits considerable weaknesses.

CHAPTER IV: PRELIMINARY EXAMINATION OF THE ECONOMIC STATUS OF THE ELEMENTARY AND MIDDLE SCHOOLS

This study of grade level reorganization includes an examination of the economic, budgetary, and fiscal consequences of a potential change. While the results of this analysis are suggestive, it is not possible at this time to state the savings that might result from a grade reorganization. Rather, the study team has undertaken to examine the available data and point out situations that require further detailed analysis. Nonetheless, the results of this preliminary analysis, given the limitations of the data immediately available, seem to indicate that significant savings, of anywhere from $500,000 to perhaps as much as $1,000,000, may be possible if a different grade structure were adopted.

The costs associated with a particular school include all expenditures necessary to carry out any grade related activity in that school as well as that school's share of any system-wide costs incurred to support that school's provision of direct educational services. Consequently, a major task has been to prepare revised budgets for each elementary and middle school which reflect all the costs directly attributable to that school. Preliminary full cost budgets have been prepared which do not include proportionate shares of system-wide overhead costs, nor do they include a number of operating costs such as transportation and special education attributable to the elementary and middle schools.

The primary basis for the analysis of the current system is the data on per pupil expenditure by school. Tables detail these costs for seven major cost categories for the elementary and middle schools, display the absolute and percentage variation in cost from the respective average costs for each type of school, and identify heating oil cost for each

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school. These per pupil costs are based on the adjusted budgets prepared and hence, they differ significantly from the per pupil costs in the School Department's budget documents.

Measuring the economic efficiency of school buildings directly is not possible. However, schools which appear to have high operating costs in comparison to the system as a whole can be isolated. An excellent measure of operating efficiency is the fuel cost for each school on both per pupil and per square foot basis.

The most striking finding to emerge from the data on per pupil expenditure is that it varies so significantly between schools in each of the two groups. Our initial hypothesis was that most of the variation between schools was a consequence of the adaption of "home" schools of itinerant teachers as the cost centers which carried their salary. Thus schools like Lauro and Windmill, which are major "home" schools, have higher costs in the original budgets. The reallocation of these costs, based on the actual time spent by itinerant teachers in each school, produces some major changes in the salary budgets for the elementary schools. The changes for the middle schools are far less significant. Thus, before this reallocation, Academy's salary budget is $230,309 and Windmill's is $339,829, a difference of nearly $110,000 or 48% of Academy's salary budget. The adjusted salary budgets, however, are less than the elementary school average on a per pupil basis.

When the full adjusted budgets are examined on a per pupil basis, as opposed to just per pupil salaries, this wide variation in costs within the K-8 system, both in the elementary and middle schools, persists. Thus, the average per pupil cost in the elementary schools is $1,430. The range, however, is from $1,013 (or 30% below the average) for Willow to $1,898 for Windmill (or 30% above the average) among the elementary schools. For the middle schools, the average is $1,915 with a low of $1,618 (15% below average) for Bridgham and a high of $2,456 (28% above average) for Hopkins. There are significant differences between the cost patterns in the middle schools and those in the elementary schools. The major cause of the difference in total per pupil cost is the variation in per pupil salary cost. For while it would seem that the relatively small enrollment at Hopkins (358 or 68% of its capacity) would account for the high per pupil salary cost, since all of the faculty and staff resources necessary for a middle school are present but borne by a small number of students, yet Stuart, West, and Williams have a higher underenrollment rate (48%, 42%, and 60% of their respective capacities). The most reasonable conclusions concerning the middle schools appear to be that they are uniformly more fuel efficient as a group than the elementary schools. Bridgham is a surprising exception. For although it is the newest school in the system, it is the most expensive to heat per square foot in the system.

Potential savings are suggested from this preliminary analysis if only economic measures were used. Elementary schools and middle schools are operating at about two-thirds of capacity enrollment. Assuming that the larger, newer schools continue in a new grade pattern, then the closing of the eight to ten smallest elementary schools in the system could save between $500,000 and $1,000,000. This is based on a reduction in the number of principals, and custodians required, reduction in the cost of fuel and utilities, more efficient utilization of specialty teachers who are now itinerant, as well as reductions in central administrative costs. On a per school basis, these costs are approximately $70,000 to $100,000 at present. If there is more centralization, savings could be even greater; that is there may be additional savings in central administrative costs and in instructional support costs (i.e. fewer libraries, kitchens, curriculum specialists, etc.) because of the economics of operating larger school plants at nearly full capacity.

It is also likely that reorganization will require some one-time costs, both for curriculum and organizational changes and capital expenditures for renovations and additions to existing schools as well as new school construction. Given the condition and age of many of the Providence elementary schools, there is an anticipated need for significant capital expenditures even without grade reorganization. The expected savings resulting from grade reorganization could thus pay the cost of renovation and new construction.

CHAPTER V: NEXT STEPS

As a starting point for the next steps, and based upon the documentation provided in the report, the study team suggests that the School Committee and the Superintendent, staff and the students, parents and community closely review the advantages of a K-8 grade level reorganization.

The decision will not be an easy one: not all the policy assumptions can equally be met. For example, the assumption that all students should be able to walk to school may be incompatible with the criteria of having a school with a student population large enough to economically support a diversity in educational programs.

There may be a school facility which is not cost-efficient, has a small range of instructional and support service rooms and equipment, and is located in a neighborhood which is not proximate or easily accessible to minority students. Yet it may be a community school, serve as an anchor and a support to the neighborhood, and have a high quality educational program. Many schools in just this situation exist, primarily, in the western and northern parts of the city. The issues and concerns are clear, and there must be further analysis of the various, often competing factors.

The next steps in a grade level reorganization study are outlined in Chart Two on the following page, and a number of potential funding sources are identified in Chart Three.

It is important to recognize that there are two real funding needs. The first need is for continuation of planning and assessment of grade level reorganization activities; and the second need is for the budgeting and actual conversions of schools that will have to be closed due to this grade level reorganization. In essence, these are two very distinct projects. Each of these activities is part of a comprehensive planning effort. The planning process must involve the following groups in a very specific and real way: School Committee, central administrative staff, Office of the Mayor, curriculum supervisors, principals of elementary and middle schools, parents, students, and teachers, community groups interested in the schools.

There are indications from Phase I that Phase II will be an essential and challenging effort.

Summary:

This report responds to two questions: What is the optimum learning environment for the early adolescent? What is the most cost-effective way to deliver this service?

K-8 grade level reorganization is strongly suggested for your consideration as a school structure which will best meet these two policy issues.

CHART TWO

GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY AND IMPLEMENTATION PHASE: COMPONENT ELEMENTS

PHASE I Preliminary Phase Research Design	PHASE II Intensive Impact Analysis and Implementation Decisions	PHASE III Implementation Stage
Data Collection Preliminary Impact Analysis	Impact Analysis	Implementation Stage
Social Psychological Development	Learning Environment	Schools Closed
Learning Environment	Economic/Fiscal	Schools Renovated
Fiscal Situation	Physical/Architectural	Schools Constructed
Curriculum and Instruction	Organization and Demographic	Utilization of Off-School Space
Administration and Management	Neighborhood Impact	Implementation of Curriculum and Problem Changes
Parent/Community Involvement	Cost Impact (i.e. Transportation)	
Student Assignment Patterns	Administrative/Management	Implementation of Reallocated Staffing Pattern
Transportation	Decisions on School Reorganization	
Desegregation		
Facilities	Site Location Selection	
Neighborhood Characteristics	Cost/Benefit of Change Fiscal/Administration Immediate/Long Range Social Cost/Benefit of Change Immediate/Long Range	

CHART THREE

POTENTIAL FUNDING SOURCES

<table>
<tr><th colspan="3">FEDERAL GOVERNMENT</th></tr>
<tr><th>SOURCE</th><th>TYPE OF FUNDING</th><th>STATUS</th></tr>
<tr><td>National Institute of Education</td><td>Unsolicited grants and organizational policy issues are funded for educational projects. There is interest in grade level organization, but research (not programs) are priorities.</td><td>Initial discussions have taken place.</td></tr>
<tr><td>Office of Education</td><td>Discretionary funds (maximum $25,000) are allocated to fund projects that are not eligible under specific funding categories.</td><td>Initial discussions have taken place.</td></tr>
<tr><td>Housing and Urban Development</td><td>Community Development Block Grants are frequently used for school conversions. Requires endorsement of the Mayor of Providence.</td><td>This has not been investigated yet.</td></tr>
<tr><th colspan="3">PRIVATE FOUNDATIONS</th></tr>
<tr><td>Rockefeller Foundation</td><td>Funds available for educational research and planning.</td><td>Proposal abstract has been submitted.</td></tr>
<tr><td>Ford Foundation</td><td>Funds available for educational research and planning.</td><td>Initial discussions indicated they are not funding secondary education projects this year.</td></tr>
<tr><td>Rhode Island Foundations</td><td>There are a variety of foundations interested in education: Chaffee Fund, Haffenreffer Family Fund, Kimball Foundation, the Rhode Island Foundation, and Textron Charitable Trust.</td><td>Inquires will be made to specific foundations once the Phase I Report has been circulated to the School Committee and School Department Personnel.</td></tr>
<tr><th colspan="3">LOCAL CORPORATIONS</th></tr>
<tr><td colspan="3">These will be identified, and if appropriate, inquiries made once the Phase I Report has been circulated to the School Committee and School Department Personnel.</td></tr>
</table>

Appendix B

A REPORT ON THE FEASIBILITY OF A GRADE LEVEL REORGANIZATION FOR THE PROVIDENCE SCHOOL SYSTEM: PHASE II

Abstract

TO: The Providence School Committee
The Providence School Department
Dr. Jerome B. Jones, Superintendent

FROM: The Graduate Curriculum in Community
Planning and Area Development
University of Rhode Island

Dr. Marcia Marker Feld
Associate Professor and
Principal Investigator of the
Study Project

DATE: January 24, 1980

UNIVERSITY OF RHODE ISLAND

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ABSTRACT

Overview

In the spring of 1979, the University of Rhode Island's Graduate Curriculum in Community Planning and Area Development contracted with the Providence School Department for a feasibility impact study of grade level reorganization. Under the direction of Dr. Marcia Marker Feld, Associate Professor of Social Planning, an interdisciplinary study team designed and carried out the first phase of the study.

The overall goal of the study was two-fold:

1. To assess the impact of a policy change in the current grade level organization in the Providence School System and
2. To provide information for policy decisions made by the Superintendent of Schools and the Providence School Committee on the reorganization of the K-8 grades for the provision of quality, desegregated, and cost-effective education.

Phase I of the study was characterized by extensive data collection activities. In determining the feasibility of a reorganization, it was essential to identify and assess the situation as it currently existed. Specific objectives addressed during this phase were:

- To conduct a survey of the status of elementary and middle school organization, facilities, composition, and curriculum.
- To assess achievement and social-psychological development literature of early adolescent students.
- To assess the literature and case studies on the impact of grade level school reorganization.
- To develop information for an initial investigation of the economic impact of a grade level reorganization.

On April 24, 1979, a presentation was made to the Providence School Committee in which significant information in each of these areas was summarized. An abstract of Phase I data was circulated widely, and a detailed report was prepared for review by Committee members, School Department personnel, and others in the educational community. On the basis of the data and preliminary analysis included in these communications, a second study phase was designed and funded by the Committee.

Phase II was initiated in the late fall of 1979 and will be completed by January 24, 1980. The goal of the feasibility impact study remains unchanged. The specific objectives are identified as:

- To develop an information system of the demographic characteristics of the K-8 school children so as to form a basis for analysis of the location of facilities for schooling.
- To continue and complete the economic/fiscal analysis of the cost-center/baseline data to identify current costs and provide basic information to project costs.
- To assess, revise, and continue the development of an information profile about each elementary and middle school in the Providence School System.
- To identify critical issues perceived by selected individuals and groups to be crucial for a smooth and effective grade level reorganization.
- To develop alternative policy recommendations for grade level reorganization on the basis of data and information during Phases I and II.

The product of Phase II will present information and analysis of the information collected throughout the study. The presentation and the reports are organized to provide the reader with a comprehensive understanding of the situation in Providence. There is a two-part focus for carrying out a K-8 grade level school reorganization study: (1) the dimensions of the future 5-14 school age population of Providence and the schooling needs of these children in the population and (2) scenarios which will plan and provide for an orderly transition desired for the school system. Phase III will include further impact analysis studies which are unable to be conducted until the current work and implementation plan are completed.

Policy Framework

Eleven policy assumptions were made at the outset of this study which were approved by the School Committee and staff:

1. Students should be able to walk to school;
2. Schools should be in areas that are equally accessible to minority and majority student populations, and schools should reflect a racial balance;
3. Schools should play a major role in the community;
4. School buildings which comprise the reorganized system should be structurally sound and cost-efficient to operate;
5. School buildings should be utilized to allow for a diversity in instructional approaches and programs, and should have adequate facilities to support quality education and mandated special programs;

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6. The reorganized school should be a community school;
7. The maximum school student population for quality education is between 500-600 children;
8. A commitment exists to close schools, renovate schools, and begin new school construction as deemed appropriate, and new schools should be provided for communities with stable or increasing student population;
9. A commitment exists to a citywide consistency in curriculum and administration;
10. The recommendations should allow for a phased-in approach and an orderly reduction of surplus capacity;
11. Decisions should be made as a collaborative effort among the School Committee, Administrators, teachers, students, parents, and community.

The Planning Process: Communities of Providence

Providence is a city of communities. Therefore, the entire Phase II Project was developed on an analysis of demographic, facility, cost, and educational program information by community. Providence was examined in all these areas as communities, which are actually neighborhood clusters that seem to fall naturally into fourteen districts.

CITY OF PROVIDENCE: COMMUNITY DISTRICTS

COMMUNITY	NEIGHBORHOOD	CENSUS TRACT	SCHOOL
Fox Point	Fox Point	37	Fox Point
Reservoir	Reservoir	15	Reservoir Avenue
Federal Hill	Federal Hill	9, 10, 11	Carl G. Lauro Samuel Bridgham
Smith Hill	Smith Hill	25, 26	Camden Avenue
Olneyville	Olneyville	19	William D'Abate
Valley	Valley	22	Francis Crowley
East Side	Hope Mount Hope College Hill Blackstone Wayland	33 30, 31, 32 36 34 35	Martin L. King John Howland Nathan Bishop
Elmwood	Elmwood South Elmwood	2, 3	Gilbert Stewart Lexington Avenue Sackett Street Vineyard Street
Washington Park	Washington Park	1	Broad Street
West End	West End	12, 13, 14	Althea Street Asa Messer Willow Street
South Providence	Upper S. Prov. Lower S. Prov.	4, 7 5, 6	Roger Williams
Mount Pleasant	Mount Pleasant Elmhurst Manton	21 23, 24 20	Academy Avenue George J. West Nathanael Greene Robert F. Kennedy
Northern Community	Wanskunk Charles	27, 28 29	Veazie Street Windmill Street Esek Hopkins
Silver Lake/ Hartford	Silver Lake Hartford	16, 17 18	Ralph Street Webster Avenue

*Citywide Schools: Edmund Flynn and Mary E. Fogarty

The Phase II Feasibility Study focused on three critical elements: the future school population of the city to the year 2000; the cost of supporting the schoolhouse; and an educational/information profile of each school.

The population projections were based for each census tract on migration rates, fertility ratio, and the "carrying capacity" or the amount of housing in the tract. The cost of operating a school was measured by (1) the adjusted per pupil cost of operating that school (directly attributed to it) and (2) the fuel oil cost per square foot and per pupil. This was also a measure of relative building operating efficiency and utilization. The assessment of community need for schooling was determined by a review of the 1979-1980 current nominal capacity, the current enrollment, and the current school age population of each community. Then the 1985, 1990, 1995, and 2000 year school age population was compared to the potential capacity. The resultant figure indicates whether there was an oversupply (+) or seats or an undersupply (-) of seats in each community.

COMMUNITY

CAPACITY OF SCHOOLS - SCHOOL AGE POPULATION 5-14 Yrs. = EITHER + SUPPLY OR - DEMAND LEVEL FOR SEATS

Assumption #1

All 5-14 year olds go to public school.

Assumption #2

Same percent of 5-14 year olds go to public school as in 1980.

This assessment of community needs for schooling was then placed into a larger context. Characterized as a decision matrix, this group of variables includes a review of the demographic pattern, the number of children attending school, the percent of minority school age children, the number of AFDC cases, and the role of the school in the community. The schools in each community were assessed by the following criteria:

DECISION MATRIX

1. Capacity

   a. School has capacity for serving 500-600 students.

2. Demographic Plan

   a. Number of children attending school age.

   b. Percent of minority children.

   c. Number of AFDC cases.

3. Physical Criteria

   a. School provides structural flexibility for space utilization.

   b. School is of sound structural condition.

   c. School has potential for modernization (and possible expansion).

   d. School is built past 1900.

4. Location

   a. School is located in site that is within a walking mile radius of most of the children in the community.

   b. School is located in site that is walking distance, and is equally accessible to minority and majority students.

   c. School is located in a community where enrollment projections are stable or increasing.

5. Cost

   a. School is cost-effective in terms of fuel cost per square foot.

   b. School has efficient operating budget in per pupil measurement.

6. Community Support

   a. School has significant impact in the community.

   b. School is currently perceived as providing a good education to students or has potential for this.

Accompanying this decision matrix is a series of issues and concerns which have been raised during the consultation process as critical for a smooth transition to a K-8 model and a grade level reorganization. The consultation process included discussion with representatives of the following six groups:

1. Members of the Providence School Committee
2. Curriculum Specialists and Support Service Coordinators, Providence School Department
3. Principals of all Providence Schools
4. Representatives from the Teachers Union
5. Representatives from Parents' Organizations
6. Mayor of the City of Providence

An interview guide was developed for each of these groups, and approximately one hour was spent with selected individuals. As a result of these meetings, issues were identified and categorized into the following categories: educational programs, student assignment, school buildings management, administration, and community support.

These factors, along with the policy assumptions previously stated, can assist the Providence School Department and the School Committee in making the decisions about reorganizing the school system. These issues, concerns, and preliminary scenarios developed from the population projections, cost analysis, and educational/information profiles; they will determine the research and implementation agenda for Phase III of the impact study.

As a result of these planning techniques, alternative scenarios were recommended for each Providence community. Final decisions concerning these alternatives rest with the School Committee.

Tentative Presentation and Report Outline

What follows is a tentative agenda for the January 24th presentation and the Phase II Report.

AGENDA

TENTATIVE OUTLINE

FINAL REPORT

Abstract

Foreword

I. Planning Process
  A. Background
  B. Methodology

II. Need for Grade Level Reorganization
  A. Historical Perspective on School Organization
  B. Current Situation: Summary of Phase I Findings
  C. Conclusions from Phase I

III. Policy Framework for Grade Level Reorganization
  A. Policy Framework: K-8 Organization of Education
  B. Policy Assumptions
  C. Reorganization Timetable

IV. Future Population of K-8 Students in Providence

V. Economic/Fiscal Analysis of Projected Reorganization

VI. Scenario Analysis: Plans for Consideration by Educational Community

VII. Critical Issues on Reorganization

VIII. Conclusion

Appendices

Appendix C

TECHNICAL APPENDIX --

POPULATION PROJECTION METHODS AND FINDINGS

TECHNICAL APPENDIX

POPULATION PROJECTIONS

The objective of the population projection component of the grade reorganization study is to predict the size of the school-age population at various points in the future. While simplified projection techniques such as straight line or ratio methods may be appropriate for estimating the size of the total population over time, to focus on a specific segment of the population, such as school-age children, requires a greater level of accuracy and sensitivity to the numerous variables which influences this size of that part of the population. Due to this, the projection of future school enrollment has been based on a mathematical projection method referred to here as the cohort survival and mobility model. This model provides the necessary integration of the natural forces which influence population size, such as births and deaths, with structural factors such as migration.

An additional consideration in the preparation of these projections is the fact that school enrollment is based on attendance areas which encompass the various neighborhoods and communities of the city. Furthermore, there is significant variation in the composition of populations in these neighborhoods. In order for the projection results to accurately reflect the geographic diversity in estimating demand, it is necessary that the projections be localized to describe geographic units.

The geographic unit used as a basis for these projections is the census tract. Providence has 37 such tracts each with an average population of 4,800 persons and an average area of 243 acres.

The principal characteristic of the cohort survival model is its ability to account for the natural behavior of the population in terms of its rate of attrition from deaths and its rate of replacement from births. The model also accounts for the dynamics of mobility by incorporating the population's tendency to migrate from one place of residence to another. The principal variables that are applied in the projection calculations are as follows:

1. Survival Rates
2. Projection Period
3. Child Bearing Population
4. Fertility
5. Migration

1. Survival Rates. For the purpose of these projections, the population has been divided or disaggregated into its male and female components with each further divided into 18 separate 5 year age groups or cohorts. Using prevailing vital statistics for each age group, it is possible to develop rates which represent the proportion of each age group which can be expected to survive for the duration of the projection period.

2. Projection Period. The calculations are tied to a specific incremental time frame which corresponds to the time span of the age groups. In the case of these projections the projection period is five years.

Beginning with the base year of 1970, there are 6 five-year projection increments required to complete the total projection cycle to the year 2000.

3. Group Size of Women of Child Bearing Age. The female age groups which can be expected to produce children span a period of 30 years including those women between the ages of 15 and 44. As the size of this group increases, the number of births which the model predicts for the projection period will also increase, thereby raising the rate of replacement. The size of the fertile age groups was determined by the 1970 census which is the most current source of data concerning the size of this particular segment of the population.

It must be pointed out, however, that the size of this fertile age group cannot be taken at face value. Because of the large population of institutional residents in the city, there is a strong likelihood that many women are not members of family groups and consequently, do not contribute to the birth rate in the same capacity as women who are members of family groups. This is evidenced by Figure 1 which compares the results of preliminary projections of births, using the 1970 census count of the fertile population, with the number of burths that were actually recorded during the period 1970 to 1974. In addition, Figure 2 shows the distribution of women among the six fertile age cohorts. Displayed as percentages of the total female population within each tract, it becomes clear that there are at least seven instances of disproportionately large numbers of women in the two most fertile age groups, ie. 15-19 and 20-24. Of the seven tracts, there is further evidence that the female populations of five of the seven tracts is skewed by the existance of large numbers of females who are affiliated with local institutions. This conclusion is drawn from Figure 3 which shows that large numbers of persons were recorded by the 1970 census as living in group or shared quarters in census tracts 7, 24, 35, 36, and 37. Assuming that approximately half of the institutional population is women, the size of the fertile age group has been adjusted by an amount roughly equivalent to half the total number of persons who were living in group or shared quarters as of 1970.

4. Fertility Rates for Women of Child Bearing Age. The projection model separates women of child bearing age into six age groups or cohorts spanning five years each, eg. 15-19, 20-24, 25-29, 30-34, 35-39, and 40-44. While births are sometimes reported beyond the limits of this set of cohorts, the resulting birth rates are quite low and not believed significant. Between each of the six cohorts, there is considerable variation in the reported birth rates. Using historic statewide birth rate statistics from the Department of Health and future statewide rates which have been predicted by the Statewide Planning Program, fertility rates have been established for each age cohort. There is also considerable evidence that there is a significant difference between the fertility rates of white and non-white women of child bearing age. To account for this, a series of adjusted fertility rates have been developed which reflect the effects of different racial compositions which can be found throughout the city. Figure 4 illustrates the various fertility rates that have been used in the projection model. As can be seen, the selection of a set of rates depends on the racial composition of the

census tract for which the projection is being made and the time frame in which the projection occurs. In most cases, fertility rates have been assumed to decrease over time and increase as the proportion of white residents decrease.

5. Migration Rates. Probably the single most important variable in the projection of population size in Providence is that of mobility. In the ten-year period from 1960 to 1970, the population decreased by 14%, a decline that is almost solely attributable to out migration of residents. It has been assumed that this trend will reverse itself over the next 20 years, however, as the loss of population during previous 20 years correlates with a major decline in the available housing stock, it follows that the total population cannot expand at a rate faster than the city's ability to replace its housing stock. Even with a gradual increase in the housing supply, the dynamics of migration will be necessary to keep the population in equilibrium with the available housing supply.

Migration rates have been included in the model for each age group. These rates are based on the following assumptions:

A. The older age groups, ie. those over 55 years,are less likely to be inclined to migrate to or from a community.

B. Conversely, the younger age groups, i.e. those persons 0 to 55 years, can be expected to be more mobile. Furthermore, it has been found that there is substantial variation between the migration tendencies of the younger more mobile age groups. This conclusion is based on the belief that the housing and economic conditions prevailing in a given neighborhood may be more attractive to some age groups while unattractive to others. In less affluent neighborhoods, "mature" families may leave to seek better conditions once they have achieved the means to do so. This leaves a vacuum which is filled by younger family groups desiring affordable shelter. Depending on the rate of housing development in an area, the total population may increase or decrease. However, the changes in the composition of the population may be radically different from the changes observed in the size of the total resident population.

This phenomenon is clearly evident in Figure 5 which monitors the changes which have occurred over time within the population "base group" which makes up the present school age population. This base group is defined as children counted in the 1970 Census as being between 0 and 4 years and those children born between 1970 and 1974. By performing simple arithmetic it can be seen that this base group is now 5 to 14 years old. The difference between the original size of the base group and the present size of the base group can be directly interpreted as the level at which these children and their parents migrated to or from the community.

Figure 5 also compares the level of change in the size of the school age base group with the level of change recorded in local housing supply between 1970 and 1975. While the housing supply data represents only a five-year period, it is a valid indicator of the current housing supply trends. As can be seen, the degree of change in the target base group differs significantly from the observed

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changes in the housing supply indicating the greater mobility of the target group. For example, the school age base group has declined by over 21% city-wide while the housing supply, which indicates the size of the total population, decreased by 3%. It can also be seen that the mobility of the base group city-wide does not necessarily reflect the localized conditions. In the Elmwood community, for example, the base group declined by only 5% while the housing capacity decreased by 13% indicating that the younger families in this community have not relocated in sufficient numbers to account for the decrease in the total population. It is more likely that older families or couples without school age children have left the neighborhood. In the Washington Park community, there is evidence that younger families are increasing at a rate which is disproportionate to the change in housing supply which is shown to be reducing slightly.

In conclusion, the anlaysis of Figure 5 shows that:

1) There is considerable difference in the mobility patterns of the youngest age groups.

2) There is evidence that certain groups leave an area while at the same time its overall population is growing. For example, the communities of the North End, Silver Lake, and Smith Hill increased their total carrying capacity during the period 1970 to 1975 while the school-age population born between 1965 and 1974 had diminished significantly. Conversely, Washington Park had major increases in this total population group while at the same time decreasing the total population.

For the purpose of these projections, the growth potential of the individual census tracts are described by one of four possible scenarios:

1) Stable condition - no expected increase between 1975 and 2000.

2) Slight reduction - a decrease of 2% between 1975 and 2000 in housing supply.

3) Slight increase - an increase of 2% between 1975 and 2000 in housing supply.

4) Moderate increase - an increase of 5% between 1975 and 2000 in housing supply.

In Figure 6 these growth scenarios are applied to the various census tracts. The projected housing trends, while largely judgmental, are related to the availability of vacant land which could be used for additional housing and personal knowledge of past trends which have taken place in the neighborhoods.

C. It has also been assumed that migration patterns will have a tendency to moderate to the point where, in 20 years, there is equilibrium between the rate of natural increase, migration and housing opportunity in a community. Obviously, there is a high likelihood that this moderation in migration will not take place, but that scenario would be the subject of an entirely different set of projections.

FIGURE 1

TRACT NUMBER	1970-1974 INITIAL PROJECTED BIRTHS	1970-1974 RECORDED BIRTHS
1	609	610
2	710	796*
3	507	549
4	492	615*
5	579	607
6	214	259
7	337	306
8	---	---
9	177	182
10	292	262
11	281	263
12	441	379
13	431	476
14	456	571*
15	234	210
16	597	633
17	320	283
18	469	449
19	457	487
20	305	274
21	684	541*
22	397	385
23	505	373*
24	606	281*
25	238	295
26	329	368
27	486	470
28	480	423
29	514	391*
30	---	---
31	578	317*
32	410	316*
33	419	309*
34	384	200*
35	572	346*
36	295	170*
37	536	369*

* Indicates major discrepancy between 1970-1974 Initial Projected Births and 1970-1974 Recorded Births.

FIGURE 3

MODEL RECALIBRATION

INDICATORS OF EXAGGERATION IN SIZE OF FERTILE AGE GROUP

CENSUS TRACT	NUMBER OF PERSONS LIVING IN GROUP QUARTERS	PERCENT OF TOTAL POPULATION	NUMBER OF PERSONS NOT RELATED TO HEAD OF HOUSEHOLD	NUMBER OF ROOMERS, BOARDERS, ETC.	TRACTS WITH SIGNIFICANT NO. OF PERSONS LIVING IN GROUP QUARTERS	NEIGHBORHOOD
2	185	2%	133	50		So. Elmwood
3	273	4%	103	47	3	So. Elmwood
5	---	---	73	26		So. Providence
7	460	14%	89	39	7	So. Providence
13	88	2%	59	27		West End
14	26	1%	74	38		West End
16	14	---	23	11		Silver Lake
17	---	---	10	2		Silver Lake
20	4	---	25	12		Manton
21	---	---	28	15		Mt. Pleasant
23	172	3%	39	15		Elmhurst
24	1902	23%	51	11	24	Elmhurst
26	29	1%	90	45		Smith Hill
29	---	---	---	12		Charles
31	106	3%	182	72		East Side
32	11	---	103	39		East Side
33	171	3%	53	21		East Side
34	49	1%	209	32		East Side
35	269	5%	261	54	35	East Side
36	4341	54%	436	119	36	East Side
37	71	1%	185	56		Fox Point

FIGURE 5

COMMUNITY STUDY DISTRICT	COMMUNITY	ORIGINAL SIZE OF BASE GROUP*	PRESENT SIZE OF BASE GROUP PSD 1980, AGES 5-14	PERCENT CHANGE	PERCENT CHANGE IN HOUSING STOCK 1970-1975**
I	East Side	3,418	2,683	-22	- 4
II	Elmwood	2,499	2,367	- 5	-13
III	Federal Hill	1,413	872	-38	- 9
IV	Fox Point	750	501	-33	- 8
V	Mt. Pleasant	3,089	2,558	-17	- 4
VI	North End	2,759	1,744	-37	+ 7
VII	Olneyville	1,014	627	-38	0
VIII	Reservoir	527	356	-32	- 4
IX	Silver Lake/Hart.	2,764	1,906	-31	+ 8
X	Smith Hill	1,232	822	-31	+ 4
XI	South Providence	3,193	1,867	-41	-20
XII	Valley	762	505	-33	- 1
XIII	Washington Park	1,230	1,368	+11	- 2
XIV	West End	2,665	1,986	-25	-14
City-Wide Total		25,456	20,157	-21	- 3

Sources:

* 0-4 from 1970 Census plus children born 1970 to 1974 from State Department of Health, Division of Vital Statistics.

** Department of Planning and Urban Development Housing Survey, 1975.

FIGURE 6

ASSUMPTIONS CONCERNING POTENTIAL FOR FUTURE RESIDENTIAL DEVELOPMENT

TRACT NUMBER	NEIGHBORHOOD	CODE*
1	Washington Park	MI
2	Elmwood	S
3	South Elmwood	S
4	South Providence	MI
5	South Providence	SI
6	South Providence	MI
7	South Providence	MI
8		
9	Federal Hill	MI
10	Federal Hill	MI
11	Federal Hill	MI
12	West End	MI
13	West End	SI
14	West End	SI
15	Reservoir	MI
16	Silver Lake	SI
17	Silver Lake	SI
18	Hartford	MI
19	Olneyville	MI
20	Manton	S
21	Mt. Pleasant	S
22	Valley	MI
23	Elmhurst	SI
24	Elmhurst	MI
25	Smith Hill	MI
26	Smith Hill	MI
27	Wanskuck	MI
28	Charles	MI
29	Charles	SI
30		
31	Mt. Hope	S
32	Mt. Hope	S
33	Hope	S
34	Blackstone	S
35	Wayland	SR
36	College Hill	SR
37	Fox Point	S

*CODES: MI = Moderate Increase
SI = Slight Increase
S = Stable
SR = Slight Reduction

FINDINGS

Community Study District I: East Side

The number of dwelling units in 1970 in the East Side was just over 9700; in 1975 this number was reduced by over 100 dwellings for a housing trend of - 1.3%. This placed the East Side as ranked 6th in percent change in the supply of dwelling units.[*]

When this is reviewed against the forecast[+] of school-age population ages 5-14, by community, it indicates that there are currently (1980) 2683 5-14 year olds. In analysis of the cohort survival model, the initial 1980 projection for ages 5-14 is 2642, 1985 estimates is 2741 and 1990 projects 2923. This indicates a population trend of 10.6% for this age group. The East Side ranks 8 in population trends (with 1 as the highest and 13 as the lowest community) in estimated population growth between 1980-1990.

Community Study District II: Elmwood

The number of dwelling units in 1970 in Elmwood was about 6250; in 1975 this number was reduced by over 800 dwellings for a housing trend of -13.0%. This placed Elmwood as ranked 11th in percent change in the supply of dwelling units.[*]

When this is reviewed against the forecast[+] of school - age population ages 5-14, by community, it indicates that there are currently (1980) 2367 5-14 year olds. In analysis of the cohort survival model, the initial 1980 projection for ages 5-14 is 2361, 1985 estimate is 2402 and 1990 projects 2189. This indicates a population trend of -7.3% for this age group. The Elmwood Community ranks 13 in population trends (with 1 as the highest and 13 as the lowest community) in estimated population growth between 1980-1990.

Community Study District III: Federal Hill

The number of dwelling units in 1970 in Federal Hill was about 4500; in 1975 this number was reduced by just over 400 dwellings for a housing trend of -9.2%. This placed Federal Hill as ranked 10th in percent change in the supply of dwelling units.[*]

When this is reviewed against the forecast[+] of school - age population ages 5-14 by community, it indicates that there are currently (1980) 872 5-14 year olds. In analysis of the cohort survival model, the initial 1980 projection for ages 5-14 is 910, 1985 estimate is 968 and 1990 projects 1045. This indicates a population trend of +14.8% for this age group. The Federal Hill Community ranks 3 in population trends (with 1 as the highest and 13 as the lowest community) in estimated population growth between 1980-1990.

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[*] Ranked with 1 as the highest and 13 as the lowest community.

[+] Providence School Department Census Tract Summary Report, February 1980.

Community Study District IV: Fox Point

The number of dwelling units in 1970 in Fox Point was just over 1850; in 1975 this number was reduced by over 150 dwellings for a housing trend of -8.3%. This placed Fox Point as ranked 9th in percent change in the supply of dwelling units,*

When this is reviewed against the forecast[+] of school age population ages 5-14 by community, it indicates that there are currently (1980) 501 5-14 year olds. In analysis of the cohort survival model, the initial 1980 projection for ages 5-14 is 506, 1985 estimate is 537 and 1990 projects 596. This indicates a population trend of +17.8 for this age group. The Fox Point Community ranks 2 in population trends (with 1 as the highest and 13 as the lowest community) in estimated population growth between 1980-1990.

Community Study District V: Mount Pleasant

The number of dwelling units in 1970 in Mount Pleasant was about 9465; in 1975 this number increased by over 600 dwellings for a housing trend of +6,5%. This places Mount Pleasant as ranked 3rd in percent change in the supply of dwelling units.*

When this is reviewed against the forecast[+] of school age population ages 5-14 by community, it indicates that there are currently (1980) 3063 5-14 year olds. In analysis of the cohort survival model, the initial 1980 projection for ages 5-14 is 3087, 1985 estimate is 3211 and 1990 projects 3404. This indicates a population trend of +10.2% for this age group. The Mount Pleasant community ranks 7 in population trends (with 1 as the highest and 13 as the lowest community) in estimated population growth between 1980-1990.

Community Study District VI: North End

The number of dwelling units in 1970 in the North End was just about 6000; in 1975 this number increased by over 400 dwellings for a housing trend of +7.2%. This placed the Northern Community as ranked 2nd in percent change in the supply of dwelling units.*

When this is reviewed against the forecast[+] of school age population ages 5-14 by community, it indicates that there are currently (1980) 1744 5-14 year olds. In analysis of the cohort survival model, the initial 1980 projection for ages 5-14 is 1830, 1985 estimate is 1820 and 1990 projects 1899. This indicates a population trend of +3.8% for this age group. The North End ranks 9 in population trends (with 1 as the highest and 13 as the lowest community) in estimated population growth between 1980-1990.

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*Ranked with 1 as the highest and 13 as the lowest community.

[+] Providence School Department Census Tract Summary Report, February 1980.

Community Study District VII: Olneyville

The number of dwelling units in 1970 in Olneyville was just over 2300; in 1975 this number increased by just 8 dwellings for a housing trend of +.3%. This placed Olneyville as ranked 5th in percent change in the supply of dwelling units.*

When this is reviewed against the forecast[+] of school age population ages 5-14 by community, it indicates that there are currently (1980) 627 5-14 year olds. In analysis of the cohort survival model, the initial 1980 projection for ages 5-14 is 658, 1985 estimate is 648 and 1990 projects 662. This indicates a population trend of 0.6% for this age group. The Olneyville community ranks 11 in population trends (with 1 as the highest and 13 as the lowest community) in estimated population growth between 1980-1990.

Community Study District VIII: Reservoir

The number of dwelling units in 1970 in Reservoir was almost 1000; in 1975 this number decreased by about 35 dwellings for a housing trend of -3.8%. This placed Reservoir as ranked 8th in percent change in the supply of dwelling units.*

When this is reviewed against the forecast[+] of school age population ages 5-14 by community, it indicates that there are currently (1980) 356 5-14 year olds. In analysis of the cohort survival model, the initial 1980 projection for ages 5-14 is 408, 1985 estimate is 489 and 1990 projects 462. This indicates a population trend of +13.2% for this age group. The Reservoir community ranks 5 in population trends (with 1 as the highest and 13 and the lowest community) in estimated population growth between 1980-1990.

Community Study District IX: Silver Lake/Hartford

The number of dwelling units in 1970 in Silver Lake/Hartford was just over 5900; in 1975 this number increased by about 475 dwellings for a housing trend of +8.0%. This placed Silver Lake/Hartford as ranked 1st in percent change in the supply of dwelling units.*

When this is reviewed against the forecast[+] of school age population ages 5-14 by community, it indicates that there are currently (1980) 1906 5-14 year olds. In analysis of the cohort survival model, the initial 1980 projection for ages 5-14 is 1910, 1985 estimate is 1943 and 1990 projects 2017. This indicates a population trend of +1.9% for this age group. The Silver Lake/Hartford community ranks 10 in population trends (with 1 as the highest and 13 as the lowest community) in estimated population growth between 1980-1990.

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*Ranked with 1 as the highest and 13 and the lowest community.

[+] Providence School Department Census Tract Summary Report, February 1980.

Community Study District XIII: West End

The number of dwelling units in 1970 in the West End was just over 5520; in 1975 this number decreased by 770 dwellings for a housing trend of -13.9%. This placed the West End as ranked 12th in percent change in the supply of dwelling units.[*]

When this is reviewed against the forecast[+] of school age population ages 5-14 by community, it indicates that there are currently (1980) 1986 5-14 year olds. In analysis of the cohort survival model, the initial 1980 projection for ages 5-14 is 1985, 1985 estimate is 2080 and 1990 projects 1944. This indicates a population trend of -2.1% for this age group. The West End ranks 12 in population trends (with 1 as the highest and 13 as the lowest community) in estimated population growth between 1980-1990.

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[*] Ranked with 1 as the highest and 13 as the lowest community.

[+] Providence School Department Census Tract Summary Report, February 1980.

Community Study District X: Smith Hill

The number of dwelling units in 1970 in Smith Hill was just over 2950; in 1975 this number increased by over 100 dwellings for a housing trend of +3.8%. This placed Smith Hill as ranked 4th in percent change in the supply of dwelling units.[*]

When this is reviewed against the forecast[+] of school age population ages 5-14 by community, it indicates that there are currently (1980) 822 5-14 year olds. In analysis of the cohort survival model, the initial 1980 projection for ages 5-14 is 787, 1985 estimate is 1047 and 1990 projects 973. This indicates a population trend of +23.6% for this age group. The Smith Hill community ranks 1 in population trends (with 1 as the highest and 13 as the lowest community) in estimated population growth between 1980-1990.

Community Study District XI: South Providence

The number of dwelling units in 1970 in South Providence was 6525; in 1975 this number decreased by about 1280 for a housing trend of -19.6%. This placed South Providence as ranked 13th in percent change in the supply of dwelling units.[*]

When this is reviewed against the forecast[+] of school age population ages 5-14 by community, it indicates that there are currently (1980) 1867 5-14 year olds. In analysis of the cohort survival model, the initial 1980 projection for ages 5-14 is 1971, 1985 estimate is 2075 and 1990 projects 2232. This indicates a population trend of +13.2% for this age group. The South Providence community ranks 5 in population trends (with 1 as the highest and 13 as the lowest community) in estimated population growth between 1980-1990.

Community Study District XII: Washington Park

The number of dwelling units in 1970 in Washington Park was just over 2660; in 1975 this number decreased by 55 dwellings for a housing trend of -2.0%. This placed Washington Park as ranked 7th in percent change in the supply of dwelling units.[*]

When this is reviewed against the forecast[+] of school age population ages 5-14 by community, it indicates that there are currently (1980) 1368 5-14 year olds. In analysis of the cohort survival model, the initial 1980 projection for ages 5-14 is 1345, 1985 estimate is 1304 and 1990 projects 1531. This indicates a population trend of +13.8% for this age group. The Washington Park community ranks 4 in population trends (with 1 as the highest and 13 as the lowest community) in estimated population growth between 1980-1990.

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[*] Ranked with 1 as the highest and 13 as the lowest community.

[+] Providence School Department Census Tract Summary Report, February 1980.

Appendix D

COMPUTER SIMULATION MAPS

DISTRIBUTION OF POPULATION PROJECTIONS OF PROVIDENCE AND DISTRIBUTION OF CURRENT SCHOOL AGE POPULATION BY RACE AND ETHNICITY

Appendix D

COMPUTER SIMULATION MAPS

SYNMAP TITLE	MAP NUMBER
City of Providence, Computer Simulation of Current School Age Population Distribution	Map 1
City of Providence, Computer Simulation of Projected Population Distribution as of 1990	Map 2
City of Providence, Computer Simulation of Projected Population Distribution as of 2000	Map 3
City of Providence, Computer Simulation of Population Distribution for White School Age Children as of 1980	Map 4
City of Providence, Computer Simulation of Population Distribution for Minority School Age Children as of 1980	Map 5
City of Providence, Computer Simulation of Population Distribution for Black School Age Children as of 1980	Map 6
City of Providence, Computer Simulation of Population Distribution of School Age Children of Portuguese Decent	Map 7
City of Providence, Computer Simulation of Population Distribution of School Age Children of Spanish Origin as of 1980	Map 8
City of Providence, Computer Simulation of Population Distribution of School Age Children of Asian Decent as of 1980	Map 9
City of Providence, Computer Simulation of Population Distribution of School Age Children of Indian Decent as of 1980	Map 10

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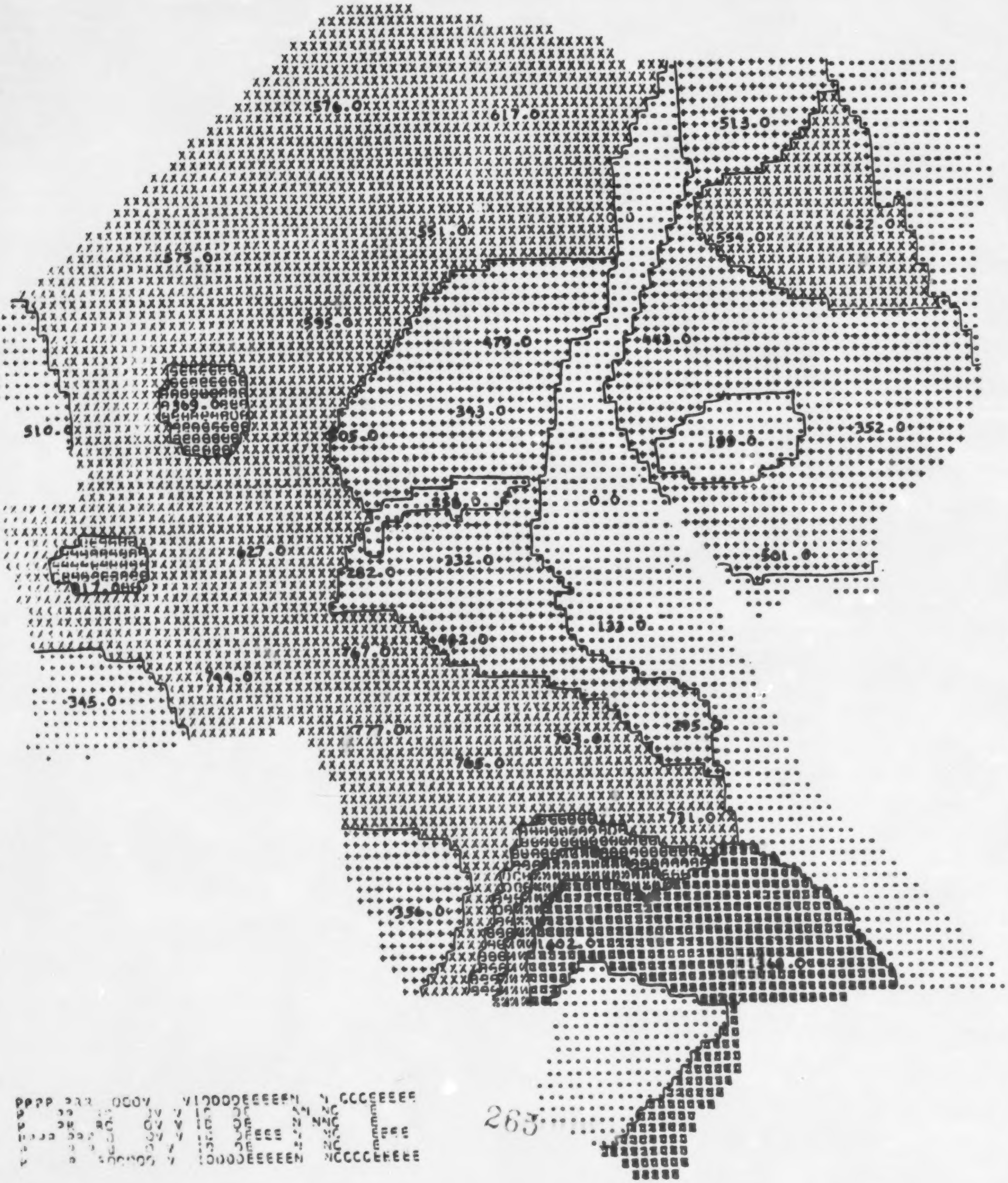
Map 1

CITY OF PROVIDENCE, COMPUTER SIMULATION OF CURRENT SCHOOL-AGE POPULATION DISTRIBUTION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575.0
595.0
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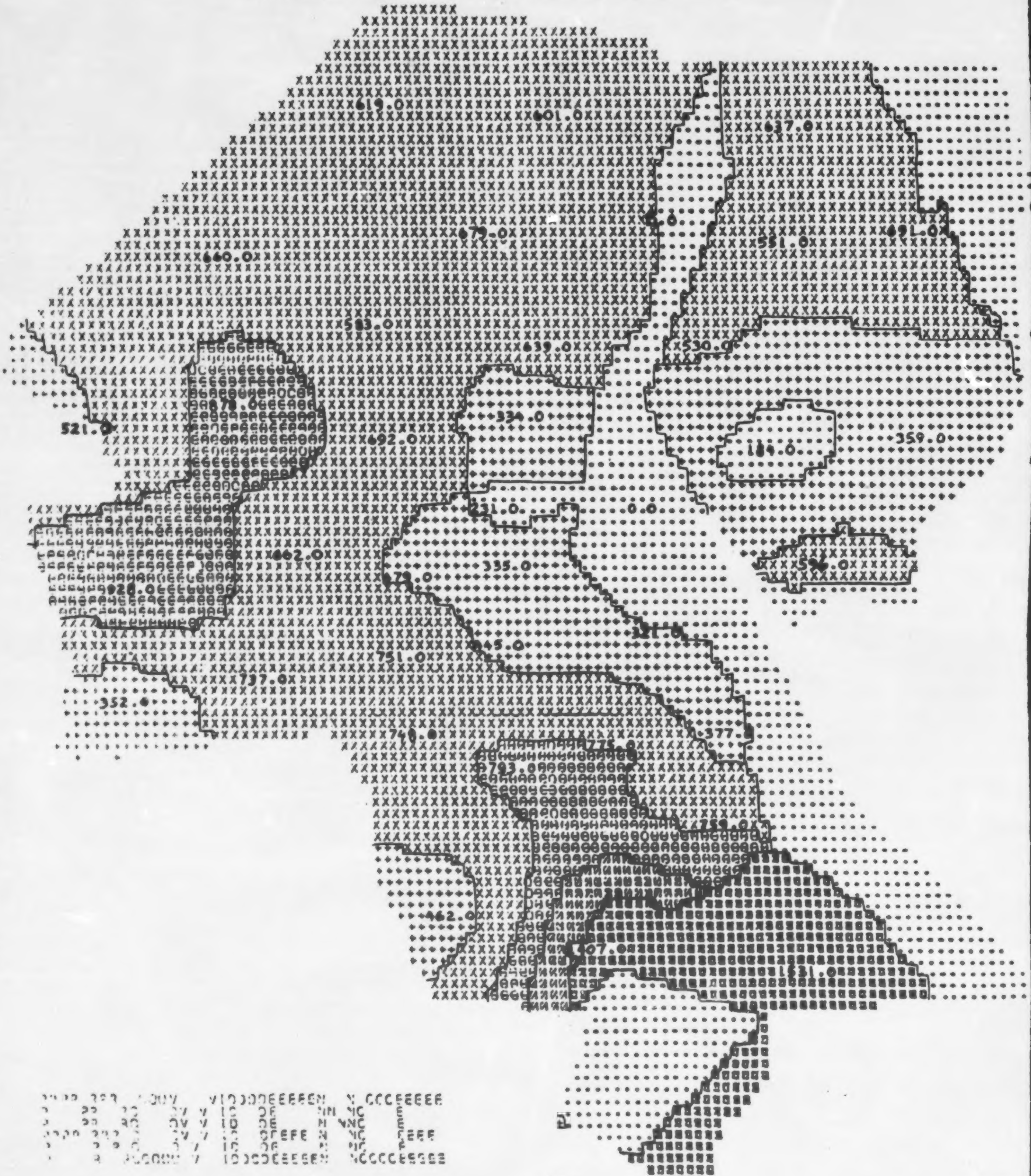
443.0
369.0
343.0
510.0
505.0
199.0
352.0
256.0
0.0
627.0
332.0
282.0
501.0
817.0
133.0
492.0
767.0
794.0
345.0
295.0
777.0
703.0
765.0
731.0
356.0
1602.0
1360.0
PROVIDENCE

263

Map 2

CITY OF PROVIDENCE, COMPUTER SIMULATION OF
PROJECTED POPULATION DISTRIBUTION AS OF 1990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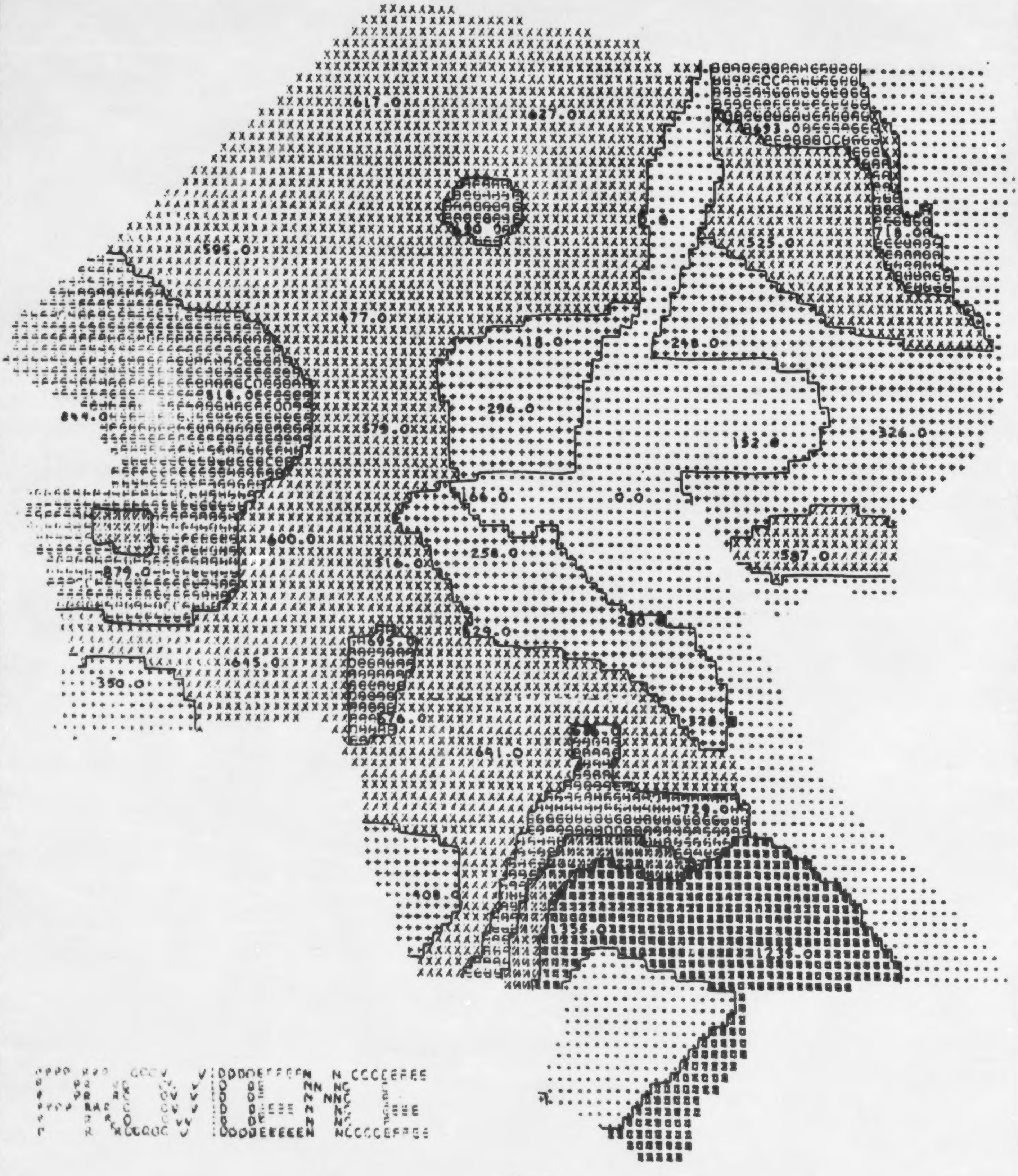
601.0
637.0
679.0
660.0
551.0
691.0
583.0
639.0
530.0
521.0
878.0
692.0
334.0
184.0
359.0
0.0
462.0
335.0
596.0
928.0
321.0
645.0
751.0
737.0
352.0
740.0
377.0
775.0
793.0
789.0
462.0
PROVIDENCE

266

Map 3

CITY OF PROVIDENCE, COMPUTER SIMULATION OF PROJECTED POPULATION DISTRIBUTION AS OF 2000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627.0
693.0
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718.0
595.0
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418.0
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818.0
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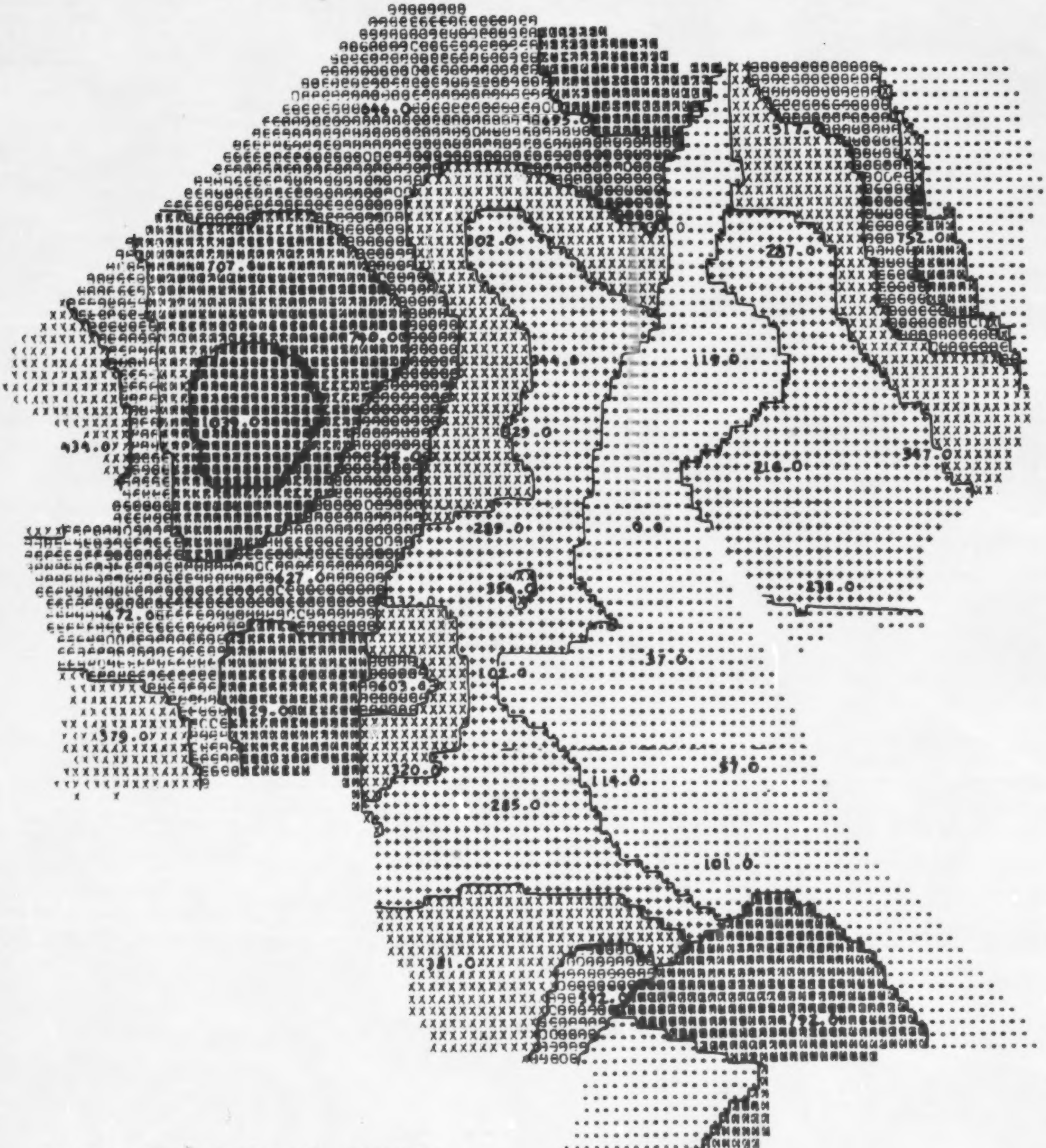
296.0
152.0
326.0
166.0
0.0
600.0
587.0
879.0
316.0
258.0
280.0
605.0
645.0
329.0
350.0
676.0
328.0
641.0
729.0
408.0
1355.0
1236.0
PROVIDENCE

Map 4

Distribution of White Students Ages 5-17 by Place of Residence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695.0
517.0
802.0
707.0
790.0
752.0
287.0
119.0
1021.0
434.0
216.0
347.0
289.0
0.0
627.0
238.0
332.0
472.0
37.0
603.0
102.0
129.0
379.0
320.0
114.0
57.0
285.0
101.0
281.0
592.0
792.0
PROVIDENCE

268

Map 4

Distribution of White Students Ages 5-17 by Place of Residence

Total Number of White Students Ages 5-17 in Providence	15,125
Percent of White Students in Total 5-17 Age Population	62.2%

VALUES	Minimum	0.00	173.17	346.33	519.50	692.67	865.83
	Maximum	173.17	346.33	519.50	692.67	865.83	1039.00
SYMBOLS		....	+++++++++	XXXXXXXXX	θθθθθθθθθ	▨▨▨▨▨▨▨▨▨	■■■■■■■■■
FREQUENCY OF CENSUS TRACTS		8	10	6	6	6	1

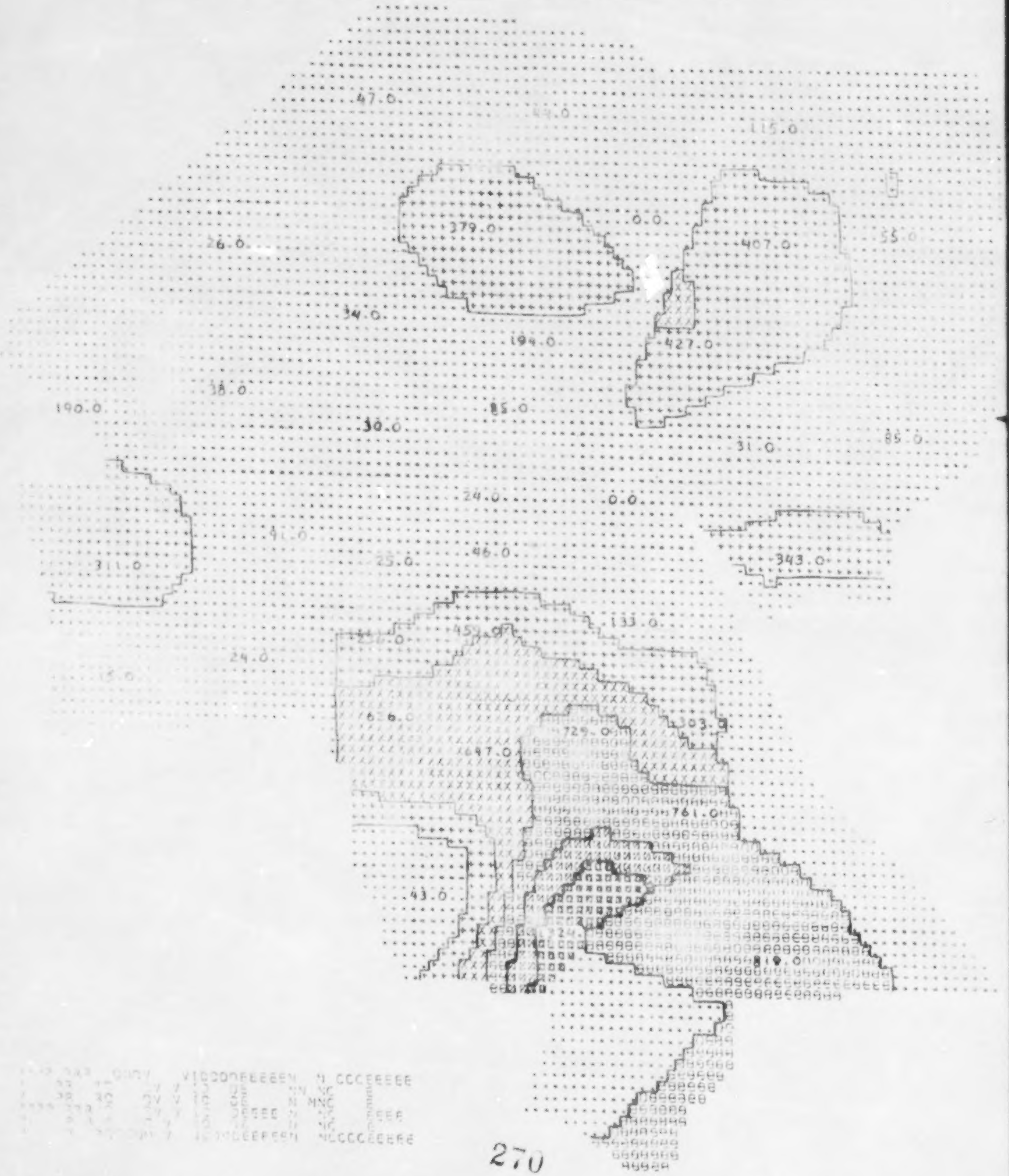
NOTE: (1) The White population has been divided into six equal portions. Please note carefully the values of the symbols for this population. The values are different for each population, and it is not intended that comparisons be made among these racial/ethnic maps.

(2) The numerals on the map denote the exact number of White students in each of the 37 census tracts in Providence.

Source: The URI Study Team and the Providence School Department Student Census File, February 1980.

Map 5

Distribution of Minority Students Ages 5-17 by Place of Residence


47.0
49.0
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0.0
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194.0
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190.0
85.0
30.0
31.0
85.0
24.0
0.0
311.0
41.0
25.0
46.0
343.0
133.0
459.0
236.0
24.0
15.0
626.0
303.0
729.0
647.0
761.0
43.0
24
819.0

270

Map 5

Distribution of Minority Students Ages 5-17 by Place of Residence

Total Number of Minority Students Ages 5-17 in Providence	9,155
Percent of Minority Students in Total 5-17 Age Population	37.7%

VALUES	Minimum	0.00	220.67	441.33	662.00	882.67	1103.33
	Maximum	220.67	441.33	662.00	882.67	1103.33	1324.00
SYMBOLS		....	+++++++++ +++++++++ ++++ ++++ +++++++++ +++++++++	XXXXXXXXX XXXXXXXXX XXXX XXXX XXXXXXXXX XXXXXXXXX	ΘΘΘΘΘΘΘΘΘ ΘΘΘΘΘΘΘΘΘ ΘΘΘΘ ΘΘΘΘ ΘΘΘΘΘΘΘΘΘ ΘΘΘΘΘΘΘΘΘ	▨▨▨▨▨▨▨▨▨ ▨▨▨▨▨▨▨▨▨ ▨▨▨▨ ▨▨▨▨ ▨▨▨▨▨▨▨▨▨ ▨▨▨▨▨▨▨▨▨	■■■■■■■■■ ■■■■■■■■■ ■■■■ ■■■■ ■■■■■■■■■ ■■■■■■■■■
FREQUENCY OF CENSUS TRACTS		23	7	3	3	0	1

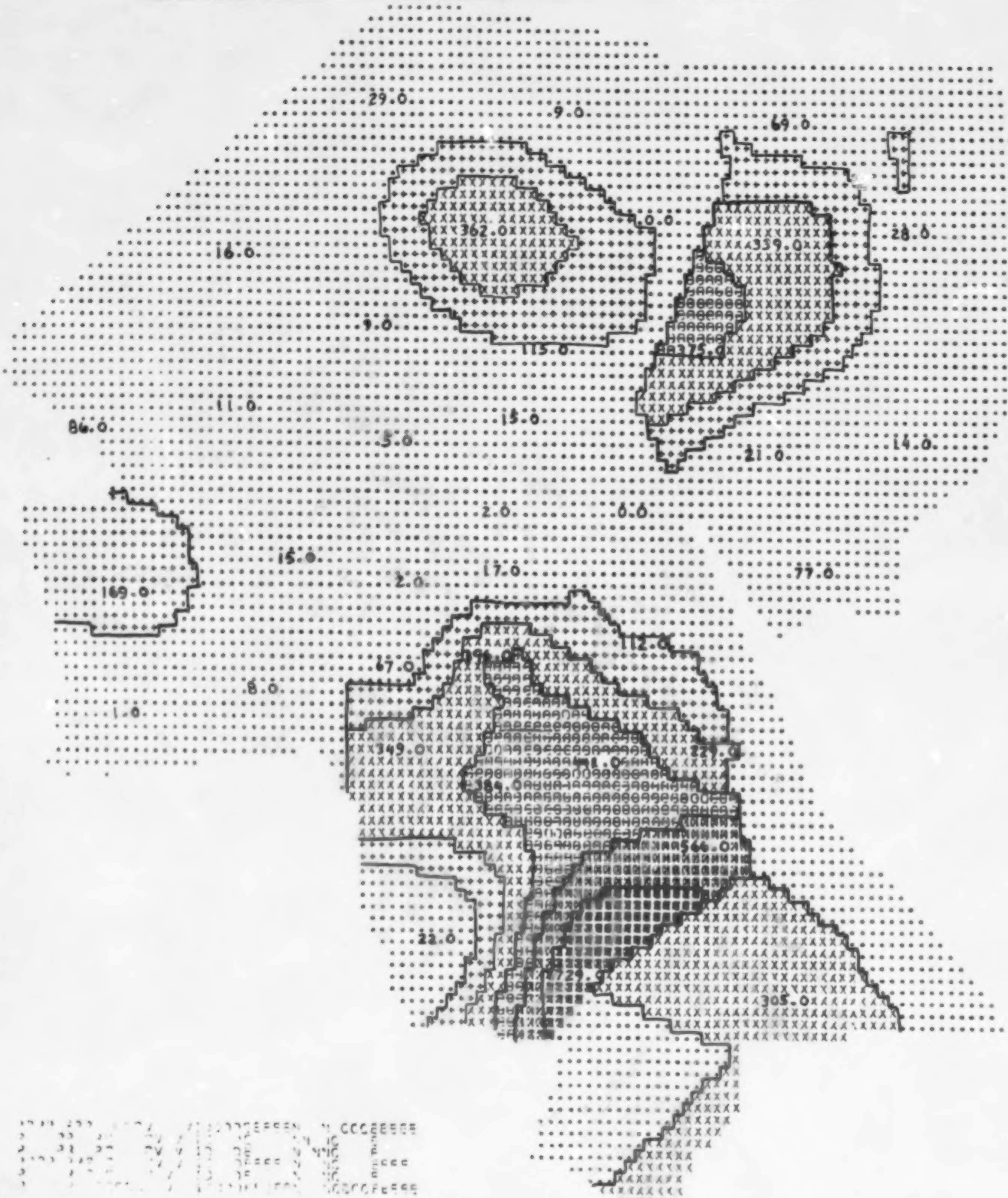
NOTE: (1) The minority population has been divided into six equal portions. Please note carefully the values of the symbols for this population. The values are different for each population, and it is not intended that comparisons be made among these racial/ethnic maps.

(2) The numerals on the map denote the exact number of Non-White students in each of the 37 census tracts in Providence.

Source: The URI Study Team and the Providence School Department Student Census File, February 1980.

Map 6

Distribution of Black Students Ages 5-17 by Place of Residence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9.0
69.0
362.0
0.0
339.0
28.0
16.0
9.0
115.0
375.0
11.0
86.0
15.0
3.0
14.0
21.0
2.0
0.0
15.0
169.0
2.0
17.0
77.0
112.0
396.0
67.0
8.0
1.0
349.0
229.0
384.0
566.0
22.0
729
305.0

Map 6

Distribution of Black Students Ages 5-17 by Place of Residence

Total Number of Black Students Ages 5-17 in Providence	5,394
Percent of Black Students in Total 5-17 Age Population	22.2%
Percent of Black Students in Total 5-17 Age Non-White Population	58.9%

VALUES Minimum	0.00	121.50	243.00	364.50	486.00	607.50
VALUES Maximum	121.50	243.00	364.50	486.00	607.50	729.00
SYMPOLS	....	+++++++++ +++++++++ ++++ ++++ +++++++++ +++++++++	XXXXXXXXX XXXXXXXXX XXXX XXXX XXXXXXXXX XXXXXXXXX	ΘΘΘΘΘΘΘΘΘ ΘΘΘΘΘΘΘΘΘ ΘΘΘΘ ΘΘΘΘ ΘΘΘΘΘΘΘΘΘ ΘΘΘΘΘΘΘΘΘ	▨▨▨▨▨▨▨▨▨ ▨▨▨▨▨▨▨▨▨ ▨▨▨▨ ▨▨▨▨ ▨▨▨▨▨▨▨▨▨ ▨▨▨▨▨▨▨▨▨	■■■■■■■■■ ■■■■■■■■■ ■■■■ ■■■■ ■■■■■■■■■ ■■■■■■■■■
FREQUENCY OF CENSUS TRACTS	25	2	4	4	1	1

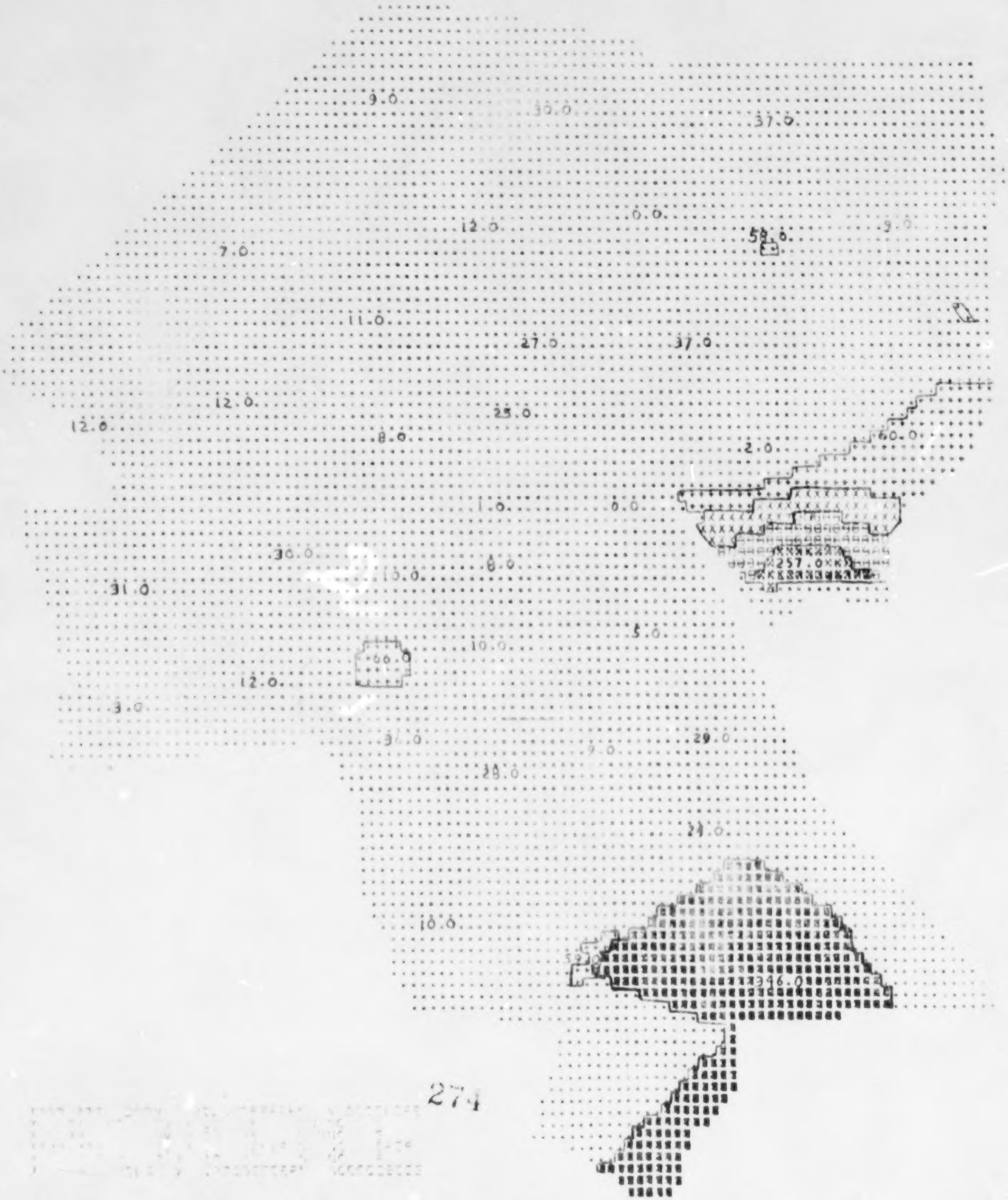
NOTE: (1) The Black population has been divided into six equal portions. Please note carefully the values of the symbols for this population. The values are different for each population, and it is not intended that comparisons be made among these racial/ethnic maps.

(2) The numerals on the map denote the exact number of Black students in each of the 37 census tracts in Providence.

Source: The URI Study Team and the Providence School Department Student Census File, February 1980.

Map 7

Distribution of Portuguese Students Ages 5-17 by Place of Residence


9.0
30.0
37.0
6.0
12.0
58.0
9.0
7.0
11.0
27.0
37.0
12.0
12.0
25.0
8.0
60.0
2.0
1.0
6.0
30.0
15.0
8.0
31.0
257.0
5.0
10.0
60.0
12.0
3.0
34.0
29.0
9.0
28.0
24.0
10.0
59.0
346.0

Map 7

Distribution of Portuguese Students Ages 5-17 by Place of Residence

Total Number of Portuguese Students Ages 5-17 in Providence	1,330
Percent of Portuguese Students in Total 5-17 Age Population	5.5%
Percent of Portuguese Students in Total 5-17 Age Minority Population	14.5%

VALUES	Minimum	0.00	57.67	115.33	173.00	230.67	288.33
	Maximum	57.67	115.33	173.00	230.67	288.33	346.00
SYMBOLS		••••••••• ••••••••• •••• •••• ••••••••• •••••••••	+++++++++ +++++++++ ++++ ++++ +++++++++ +++++++++	XXXXXXXXX XXXXXXXXX XXXX XXXX XXXXXXXXX XXXXXXXXX	θθθθθθθθθ θθθθθθθθθ θθθθ θθθθ θθθθθθθθθ θθθθθθθθθ	▨▨▨▨▨▨▨▨▨ ▨▨▨▨▨▨▨▨▨ ▨▨▨▨ ▨▨▨▨ ▨▨▨▨▨▨▨▨▨ ▨▨▨▨▨▨▨▨▨	■■■■■■■■■ ■■■■■■■■■ ■■■■ ■■■■ ■■■■■■■■■ ■■■■■■■■■
FREQUENCY OF CENSUS TRACTS		31	4	0	0	1	1

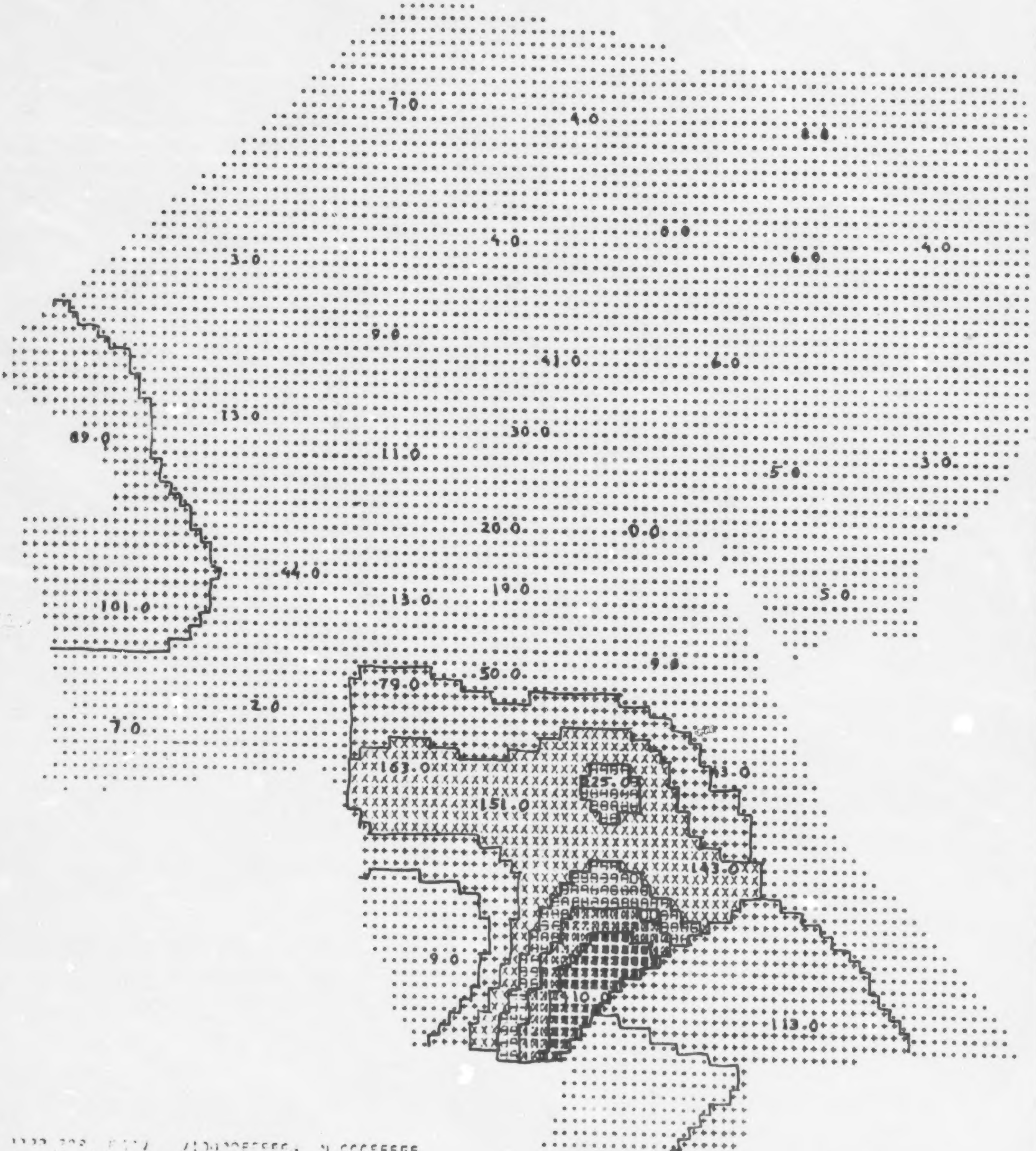
NOTE: (1) The Portuguese population has been divided into six equal portions. **Please note carefully the values of the symbols for this population.** The values are different for each population, and it is not intended that comparisons be made among these racial/ethnic maps.

(2) The numerals on the map denote the exact number of Portuguese students in each of the 37 census tracts in Providence.

Source: The URI Study Team and the Providence School Department Student Census File, February 1980.

Map 8

Distribution of Spanish/Hispanic Surname Students Ages 5-17 by Place of Residence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4.0
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89.0
30.0
11.0
5.0
3.0
20.0
0.0
44.0
10.0
101.0
13.0
5.0
9.0
50.0
79.0
2.0
7.0
163.0
225.0
43.0
151.0
143.0
9.0
10.0
113.0

PROVIDENCE

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Map 8

Distribution of Spanish/Hispanic Surname Students Ages 5-17 by Place of Residence

Total Number of Spanish/Hispanic Surname Students Ages 5-17 in Providence	1,849
Percent of Spanish/Hispanic Surname Students in Total 5-17 Age Population	7.6%
Percent of Spanish/Hispanic Surname Students in Total 5-17 Age Minority Population	20.1%

VALUES	Minimum	0.0	68.33	136.67	205.00	273.33	341.67
	Maximum	68.33	136.67	205.00	273.33	341.67	410.00
SYMBOLS		....	+++++++++	XXXXXXXXX	θθθθθθθθθ	▩▩▩▩▩▩▩▩▩	■■■■■■■■■
FREQUENCY OF CENSUS TRACTS		28	4	3	1	0	1

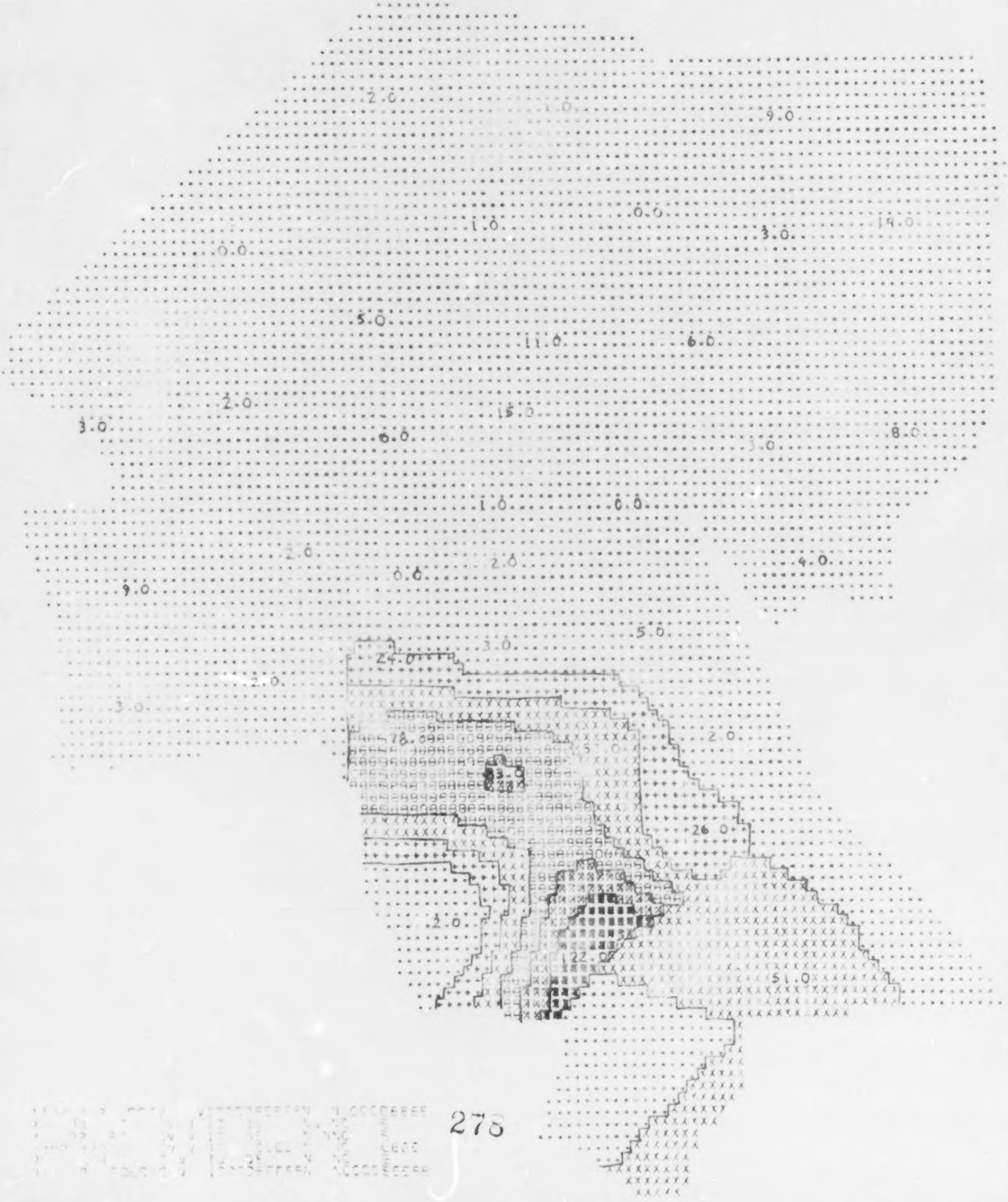
NOTE: (1) The Spanish/Hispanic Surname population has been divided into six equal portions. Please note carefully the values of the symbols for this population. The values are different for each population, and it is not intended that comparisons be made among these racial/ethnic maps.

(2) The numerals on the map denote the exact number of Spanish/Hispanic Surname students in each of the 37 census tracts in Providence.

Source: The URI Study Team and the Providence School Department Student Census File, February 1980.

Map 9

Distribution of Asian/Pacific Islander Students Ages 5-17 by Place of Residence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0.0
3.0
14.0
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11.0
6.0
2.0
3.0
15.0
6.0
3.0
8.0
1.0
0.0
2.0
2.0
0.0
9.0
4.0
5.0
3.0
24.0
2.0
3.0
78.
57.0
83.0
2.0
26.0
2.0
122.0
51.0

Map 9

Distribution of Asian/Pacific Islander Students Ages 5-17 by Place of Residence

Total Number of Asian/Pacific Islander Students Ages 5-17 in Providence	561
Percent of Asian/Pacific Islander Students in Total 5-17 Age Population	2.3%
Percent of Asian/Pacific Islander Students in Total 5-17 Age Minority Population	6.1%

VALUES	Minimum	0.00	20.33	40.67	61.00	81.33	101.67
	Maximum	20.33	40.67	61.00	81.33	101.67	122.00
SYMBOLS		·········	+++++++++	XXXXXXXXX	ΘΘΘΘΘΘΘΘΘ	⊠⊠⊠⊠⊠⊠⊠⊠⊠	■■■■■■■■■
FREQUENCY OF CENSUS TRACTS		30	2	2	1	1	1

NOTE: (1) The Asian/Pacific Islander population has been divided into six equal portions. Please note carefully the values of the symbols for this population. The values are different for each population, and it is not intended that comparisons be made among these racial/ethnic maps.

(2) The numerals on the map denote the exact number of Asian/Pacific Islander students in each of the 37 census tracts in Providence.

Source: The URI Study Team and the Providence School Department Student Census File, February 1980.

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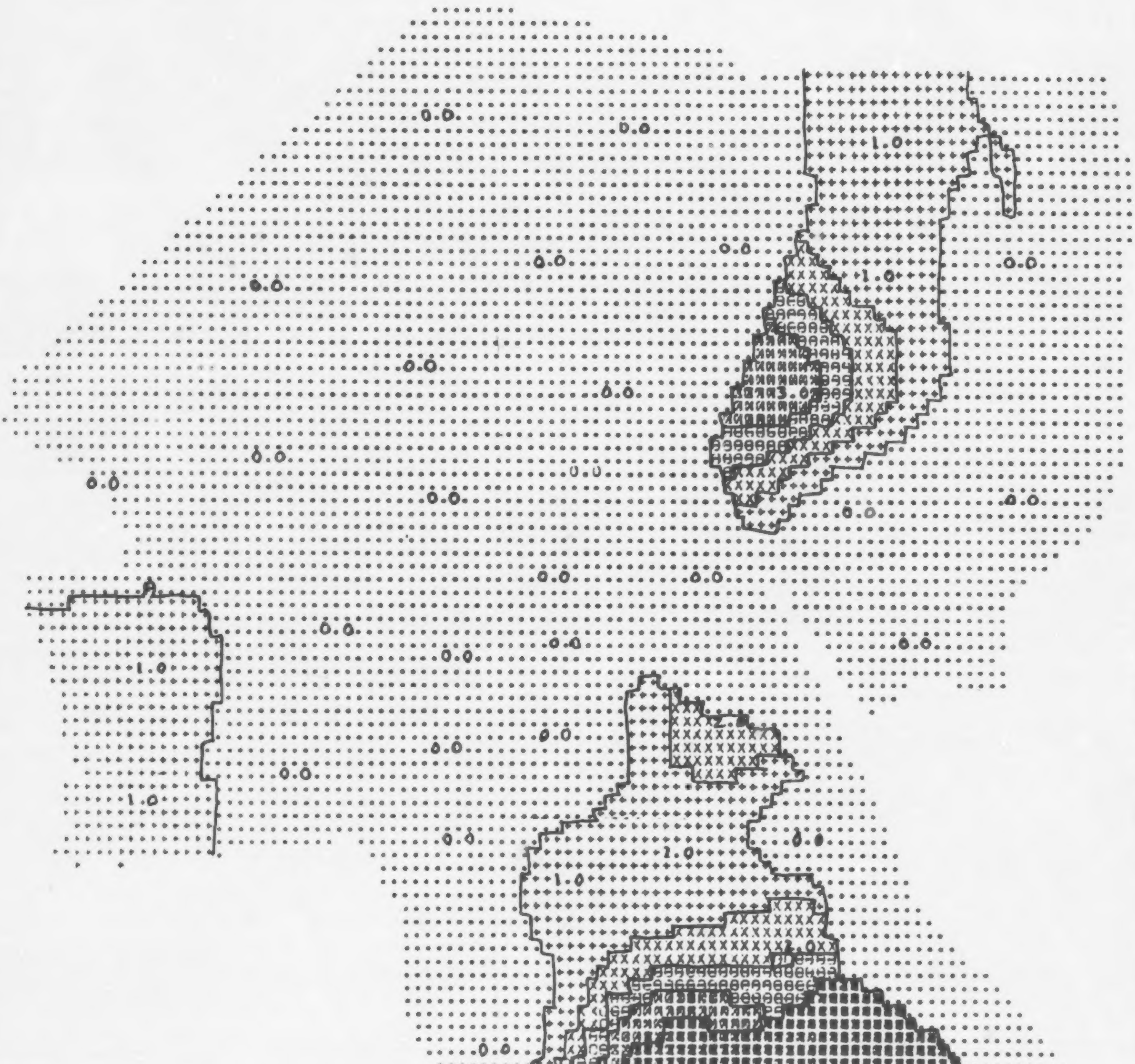
Map 10

Distribution of American Indian Students Ages 5-17 by Place of Residence


0.0
1.0
2.0
3.0
4.0
PROVIDENCE

280

Map 10

Distribution of American Indian Students Ages 5-17 by Place of Residence

Total Number of American Indian Students Ages 5-17 in Providence	21
Percent of American Indian Students in Total 5-17 Age Population	.1%
Percent of American Indian Students in Total 5-17 Age Minority Population	.3%

```
      Minimum   0.0       0.67      1.33      2.00      2.67      3.33
VALUES
      Maximum   0.67      1.33      2.00      2.67      3.33      4.00
          ================================================================
          .........  +++++++++ XXXXXXXXX OOOOOOOOO ØØØØØØØØØ █████████
SYMBOLS   .........  +++++++++ XXXXXXXXX OOOOOOOOO ØØØØØØØØØ █████████
          .... ....  ++++ ++++ XXXX XXXX OOOO OOOO ØØØØ ØØØØ ████ ████
          .........  +++++++++ XXXXXXXXX OOOOOOOOO ØØØØØØØØØ █████████
          .........  +++++++++ XXXXXXXXX OOOOOOOOO ØØØØØØØØØ █████████
          ================================================================
FREQUENCY       26        6         0         2         1         2
OF CENSUS
TRACTS
```

NOTE: (1) The American Indian population has been divided into six equal portions. Please note carefully the values of the symbols for this population. The values are different for each population, and it is not intended that comparisons be made among these racial/ethnic maps.

(2) The numerals on the map denote the exact number of American Indian students in each of the 37 census tracts in Providence.

Source: The URI Study Team and the Providence School Department Student Census File, February 1980.

Appendix E

DECISION CRITERIA ASSESSMENT OF
STUDY COMMUNITIES AND INDIVIDUAL SCHOOLS

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Appendix E

DECISION CRITERIA ASSESSMENT OF STUDY COMMUNITIES AND INDIVIDUAL SCHOOLS

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COMMUNITY ASSESSMENT

COMMUNITY STUDY DISTRICT: I EAST SIDE

RESIDENT POPULATION

		Rank
1980 Total 5-14 Resident Population	2,683	2
1990 Projected 5-14 Resident Population	2,923	2
2000 Projected Resident Population	2,575	2

RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
Current Percent of 5-14 Resident Population Attending Public School	43.44%	12
1990 Projected 5-14 Resident Population Attending Public School	1,575	4
2000 Projected 5-14 Resident Population Attending Public School	1,400	5

MINORITY RESIDENT POPULATION

		Rank
1980 Total 5-17 Resident Population	3,368	2
1980 Minority 5-17 Resident Population	1,120	4
1980 Percent of Minority 5-17 Resident Population	33.2%	6

NEIGHBORHOOD CAPACITY

Option V	1,300

MINORITY RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
1980 Total 5-17 Minority Resident Population Attending Public School	909	4
1980 Percent of 5-17 Minority Population Attending Public School	81.2%	10

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	I East Side
SCHOOL:	John Howland Elementary School

STRUCTURAL CONDITIONS

Construction Date	1916
Structural Classification	II
Number of Regular Classrooms	14

CAPACITY

		Rank
Number of Seats (PSD)	324	25
Enrollment	238	25
Grade Organization	4-5	---
Load	73%	---

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,392.00	10
Fuel Oil Cost Per Square Foot	.29	28
Fuel Oil Cost Per Pupil	51.00	21

RECOMMENDATIONS

Option I	Close
Option II	Close
Option III	Close
Option IV	Close
Option V Capital Construction	Close XX

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	I East Side
SCHOOL:	Martin Luther King Elementary School

STRUCTURAL CONDITIONS

Construction Date	1967
Structural Classification	II
Number of Regular Classrooms	23

CAPACITY

		Rank
Number of Seats (PSD)	650	13
Enrollment	449	11
Grade Organization	K-3	---
Load	69%	---

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,549.00	15
Fuel Oil Cost Per Square Foot	.29	28
Fuel Oil Cost Per Pupil	38.00	28

RECOMMENDATIONS

Option I	Phase in K-8
Option II	Renovate to K-8
Option III	Renovate to K-8
Option IV	Renovate to K-8
Option V Capital Construction	Renovate to K-8 Renovate to K-8 standards; addition of cafetorium; 5 additional special purpose classrooms; 3 additional regular classrooms/75 seats.

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	I East Side
SCHOOL:	Nathan Bishop Middle School

STRUCTURAL CONDITIONS

Construction Date	1926
Structural Classification	III
Number of Regular Classrooms	37

CAPACITY

		Rank
Number of Seats (PSD)	800	6
Enrollment	584	6
Grade Organization	6-8	---
Load	73%	---

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$2,095.00	27*
Fuel Oil Cost Per Square Foot	.34	22
Fuel Oil Cost Per Pupil	74.00	11

RECOMMENDATIONS

Option I	Phase in K-8
Option II	Renovate to K-8
Option III	Renovate to K-8
Option IV	Renovate to K-8
Option V	Renovate to K-8
Capital Construction	Renovate to K-8 standards; addition of kindergarten as 1 special purpose classroom.

*Middle schools are ranked separately.

COMMUNITY ASSESSMENT

COMMUNITY STUDY DISTRICT: II ELMWOOD

RESIDENT POPULATION

		Rank
1980 Total 5-14 Resident Population	2,367	3
1990 Projected 5-14 Resident Population	2,189	4
2000 Projected Resident Population	2,034	3

RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
Current Percent of 5-14 Resident Population Attending Public School	61.27%	6
1990 Projected 5-14 Resident Population Attending Public School	1,600	3
2000 Projected 5-14 Resident Population Attending Public School	1,500	3

MINORITY RESIDENT POPULATION

		Rank
1980 Total 5-17 Resident Population	2,853	3
1980 Minority 5-17 Resident Population	1,971	1
1980 Percent of Minority 5-17 Resident Population	69.1%	2

NEIGHBORHOOD CAPACITY

Option V	1,300

MINORITY RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
1980 Total 5-17 Minority Resident Population Attending Public School	1,668	2
1980 Percent of 5-17 Minority Population Attending Public School	84.6%	9

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	II Elmwood
SCHOOL:	Gilbert Stuart Middle School

STRUCTURAL CONDITIONS

Construction Date	1930
Structural Classification	III
Number of Regular Classrooms	36

CAPACITY

		Rank
Number of Seats (PSD)	975	1
Enrollment	745	1
Grade Organization	5-8	---
Load	76%	---

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,918.00	26*
Fuel Oil Cost Per Square Foot	.37	15
Fuel Oil Cost Per Pupil	75.00	10

RECOMMENDATIONS

Option I	Phase in K-8
Option II	Renovate to K-8
Option III	Renovate to K-8
Option IV	Renovate to K-8
Option V	Renovate to K-8
Capital Construction	Renovate to K-8 standards; addition of kindergarten as special purpose classroom.

*Middle schools are ranked separately.

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	II Elmwood
SCHOOL:	Lexington Avenue Elementary School

STRUCTURAL CONDITIONS

Construction Date	1960
Structural Classification	I
Number of Regular Classrooms	13

CAPACITY

		Rank
Number of Seats (PSD)	349	24
Enrollment	326	18
Grade Organization	K-4	---
Load	93%	---

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,366.00	9
Fuel Oil Cost Per Square Foot	.58	4
Fuel Oil Cost Per Pupil	58.00	16

RECOMMENDATIONS

Option I	Close
Option II	Close
Option III	Close
Option IV	Close
Option V Capital Construction	Close XX

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	II Elmwood
SCHOOL:	Sackett Street Elementary School

STRUCTURAL CONDITIONS

Construction Date	1922
Structural Classification	VI
Number of Regular Classrooms	16

CAPACITY

		Rank
Number of Seats (PSD)	505	18
Enrollment	354	16
Grade Organization	K-5	---
Load	70%	---

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,212.00	4
Fuel Oil Cost Per Square Foot	.37	15
Fuel Oil Cost Per Pupil	41.00	27

RECOMMENDATIONS

Option I	Phase in K-6
Option II	Close
Option III	Close
Option IV	Renovate to K-8
Option V Capital Construction	Renovate to K-8 Renovate to K-8 standards; addition of cafetorium and gymnasium; 5 additional special purpose classrooms; 10 additional regular classrooms/250 seats.

COMMUNITY ASSESSMENT

COMMUNITY STUDY DISTRICT: III FEDERAL HILL

RESIDENT POPULATION

		Rank
1980 Total 5-14 Resident Population	872	10
1990 Projected 5-14 Resident Population	1,045	9
2000 Projected Resident Population	940	9

RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
Current Percent of 5-14 Resident Population Attending Public School	51.4%	9
1990 Projected 5-14 Resident Population Attending Public School	650	10
2000 Projected 5-14 Resident Population Attending Public School	600	9

MINORITY RESIDENT POPULATION

		Rank
1980 Total 5-17 Resident Population	1,073	9
1980 Minority 5-17 Resident Population	95	11
1980 Percent of Minority 5-17 Resident Population	8.9%	12

NEIGHBORHOOD CAPACITY

Option V	1,300

MINORITY RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
1980 Total 5-17 Minority Resident Population Attending Public School	81	11
1980 Percent of 5-17 Minority Population Attending Public School	85.3%	8

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT: III FEDERAL HILL	
SCHOOL: CARL G. LAURO ELEMENTARY SCHOOL	

STRUCTURAL CONDITIONS

Construction Date	1924
Structural Classification	III
Number of Regular Classrooms	27

CAPACITY

		Rank
Number of Seats (PSD)	671	12
Enrollment	316	20
Grade Organization	K-4	--
Load	47%	--

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	1,891.00	25
Fuel Oil Cost Per Square Foot	.34	22
Fuel Oil Cost Per Pupil	122.00	2

RECOMMENDATIONS

Option I	Phase in K-6
Option II	Renovate to K-8
Option III	Renovate to K-8
Option IV	Renovate to K-8
Option V Capital Construction	Renovate to K-8 Renovate to K-8 standards.

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT: III FEDERAL HILL

SCHOOL: SAMUEL BRIDGHAM MIDDLE SCHOOL

STRUCTURAL CONDITIONS

Construction Date	1977
Structural Classification	III
Number of Regular Classrooms	30

CAPACITY

		Rank
Number of Seats (PSD)	700	9
Enrollment	660	3
Grade Organization	5-8	--
Load	94%	--

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	1,675.00	19*
Fuel Oil Cost Per Square Foot	.38	13
Fuel Oil Cost Per Pupil	45.00	25

RECOMMENDATIONS

Option I	No Change
Option II	Renovate to K-8
Option III	Renovate to K-8
Option IV	Renovate to K-8
Option V Capital Construction	Renovate to K-8 Renovate to K-8 standards; addition of Kindergarten as special purpose classrooms.

*Middle schools are ranked separately.

COMMUNITY ASSESSMENT

COMMUNITY STUDY DISTRICT: IV FOX POINT

RESIDENT POPULATION

		Rank
1980 Total 5-14 Resident Population	501	12
1990 Projected 5-14 Resident Population	596	12
2000 Projected Resident Population	587	12

RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
Current Percent of 5-14 Resident Population Attending Public School	69.88%	1
1990 Projected 5-14 Resident Population Attending Public School	475	11
2000 Projected 5-14 Resident Population Attending Public School	475	11

MINORITY RESIDENT POPULATION

		Rank
1980 Total 5-17 Resident Population	581	12
1980 Minority 5-17 Resident Population	343	8
1980 Percent of Minority 5-17 Resident Population	59.0%	3

NEIGHBORHOOD CAPACITY

Option V	650

MINORITY RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
1980 Total 5-17 Minority Resident Population Attending Public School	319	8
1980 Percent of 5-17 Minority Population Attending Public School	93.0%	2

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT: IV FOX POINT

SCHOOL: FOX POINT ELEMENTARY SCHOOL

STRUCTURAL CONDITIONS

Construction Date	1954
Structural Classification	II
Number of Regular Classrooms	18

CAPACITY

		Rank
Number of Seats (PSD)	517	17
Enrollment	385	13
Grade Organization	K-5	--
Load	74%	--

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	1,614.00	18
Fuel Oil Cost Per Square Foot	.45	8
Fuel Oil Cost Per Pupil	67.00	15

RECOMMENDATIONS

Option I	Phase in K-6
Option II	Renovate to K-8; Language Center
Option III	Renovate to K-8; Language Center
Option IV	Renovate to K-8; Language Center
Option V Capital Construction	Renovate to K-8; Language Center Renovate to K-8 standards; 5 additional special purpose classrooms; 8 additional regular classrooms/ 200 seats.

COMMUNITY ASSESSMENT

COMMUNITY STUDY DISTRICT: V MOUNT PLEASANT

RESIDENT POPULATION

		Rank
1980 Total 5-14 Resident Population	3,063	1
1990 Projected 5-14 Resident Population	3,404	1
2000 Projected Resident Population	3,091	1

RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
Current Percent of 5-14 Resident Population Attending Public School	44.09%	11
1990 Projected 5-14 Resident Population Attending Public School	1,850	1
2000 Projected 5-14 Resident Population Attending Public School	1,675	1

MINORITY RESIDENT POPULATION

		Rank
1980 Total 5-17 Resident Population	3,784	1
1980 Minority 5-17 Resident Population	318	9
1980 Percent of Minority 5-17 Resident Population	8.4%	13

NEIGHBORHOOD CAPACITY

Option V	1,950

MINORITY RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
1980 Total 5-17 Minority Resident Population Attending Public School	237	10
1980 Percent of 5-17 Minority Population Attending Public School	74.5%	11

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	V Mount Pleasant
SCHOOL:	Academy Avenue Elementary School

STRUCTURAL CONDITIONS

Construction Date	1889
Structural Classification	I
Number of Regular Classrooms	11

CAPACITY

		Rank
Number of Seats (PSD)	320	26
Enrollment	263	23
Grade Organization	K-5	--
Load	82%	--

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,418.00	11
Fuel Oil Cost Per Square Foot	.33	24
Fuel Oil Cost Per Pupil	44.00	26

RECOMMENDATIONS

Option I	Close
Option II	Close
Option III	Close
Option IV	Renovate to K-8
Option V	Close
Capital Construction	XX

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	V Mount Pleasant
SCHOOL:	Francis J. Crowley Elementary School

STRUCTURAL CONDITIONS

Construction Date	1889
Structural Classification	I
Number of Regular Classrooms	9

CAPACITY

		Rank
Number of Seats (PSD)	293	28
Enrollment	236	26
Grade Organization	K-5	--
Load	81%	--

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,325.00	8
Fuel Oil Cost Per Square Foot	.44	9
Fuel Oil Cost Per Pupil	46.00	23

RECOMMENDATIONS

Option I	Close
Option II	Close
Option III	Close
Option IV	Close
Option V Capital Construction	Close XX

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	V Mount Pleasant
SCHOOL:	George J. West Middle School

STRUCTURAL CONDITIONS

Construction Date	1916
Structural Classification	III
Number of Regular Classrooms	28

CAPACITY

		Rank
Number of Seats (PSD)	800	6
Enrollment	633	4
Grade Organization	5-8	--
Load	79%	--

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$2,134.00	28*
Fuel Oil Cost Per Square Foot	.36	17
Fuel Oil Cost Per Pupil	54.00	18

RECOMMENDATIONS

Option I	No change
Option II	Close
Option III	Renovate to K-8
Option IV	Renovate to K-8
Option V	Renovate to K-8
Capital Construction	Renovate to K-8 standards; addition of kindergarten as special purpose classroom.

*Middle schools are ranked separately.

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	V Mount Pleasant
SCHOOL:	Nathanael Greene Middle School

STRUCTURAL CONDITIONS

Construction Date	1930
Structural Classification	III
Number of Regular Classrooms	40

CAPACITY

		Rank
Number of Seats (PSD)	900	2
Enrollment	537	8
Grade Organization	5-8	--
Load	60%	--

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$2,392.00	30*
Fuel Oil Cost Per Square Foot	.31	27
Fuel Oil Cost Per Pupil	78.00	8

RECOMMENDATIONS

Option I	No change
Option II	Renovate to K-8
Option III	Close
Option IV	Close
Option V	Renovate to K-8
Capital Construction	Renovate to K-8 standards; addition of kindergarten as special purpose classroom.

*Middle schools are ranked separately.

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	V Mount Pleasant
SCHOOL:	Robert F. Kennedy Elementary School

STRUCTURAL CONDITIONS

Construction Date	1921
Structural Classification	II
Number of Regular Classrooms	21

CAPACITY

		Rank
Number of Seats (PSD)	586	16
Enrollment	496	9
Grade Organization	K-6	--
Load	85%	--

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,366.00	9
Fuel Oil Cost Per Square Foot	.38	13
Fuel Oil Cost Per Pupil	37.00	29

RECOMMENDATIONS

Option I	Phase in K-7; Renovate pilot K-8
Option II	Renovate to K-8
Option III	Renovate to K-8
Option IV	Renovate to K-8
Option V	Renovate to K-8
Capital Construction	Renovate to K-8 standards; addition of cafetorium; 5 additional special purpose classrooms; 5 additional regular classrooms/125 seats.

COMMUNITY ASSESSMENT

COMMUNITY STUDY DISTRICT: VI NORTH END

RESIDENT POPULATION

		Rank
1980 Total 5-14 Resident Population	1,744	7
1990 Projected 5-14 Resident Population	1,899	7
2000 Projected Resident Population	1,934	5

RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
Current Percent of 5-14 Resident Population Attending Public School	49.00%	10
1990 Projected 5-14 Resident Population Attending Public School	1,125	7
2000 Projected 5-14 Resident Population Attending Public School	1,150	7

MINORITY RESIDENT POPULATION

		Rank
1980 Total 5-17 Resident Population	2,114	7
1980 Minority 5-17 Resident Population	470	6
1980 Percent of Minority 5-17 Resident Population	22.2%	8

NEIGHBORHOOD CAPACITY

Option V	1,300

MINORITY RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
1980 Total 5-17 Minority Resident Population Attending Public School	423	6
1980 Percent of 5-17 Minority Population Attending Public School	90.0%	4

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SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	VI North End
SCHOOL:	Esek Hopkins Middle School

STRUCTURAL CONDITIONS

Construction Date	1916
Structural Classification	III
Number of Regular Classrooms	21

CAPACITY

		Rank
Number of Seats (PSD)	700	9
Enrollment	350	17
Grade Organization	6-8	---
Load	50%	---

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$2,502.00	31*
Fuel Oil Cost Per Square Foot	.35	19
Fuel Oil Cost Per Pupil	76.00	9

RECOMMENDATIONS

Option I	No change
Option II	Close
Option III	Close
Option IV	Renovate to K-8
Option V Capital Construction	Renovate to K-8 Renovate to K-8 standards; addition of kindergarten as special purpose classroom; 5 additional regular classrooms/seating 125.

*Middle schools are ranked separately.

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	VI North End
SCHOOL:	Veazie Street Elementary School

STRUCTURAL CONDITIONS

Construction Date	1909
Structural Classification	II1
Number of Regular Classrooms	23

CAPACITY

		Rank
Number of Seats (PSD)	694	11
Enrollment	270	22
Grade Organization	K-5	--
Load	39%	--

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,834.00	21
Fuel Oil Cost Per Square Foot	.46	7
Fuel Oil Cost Per Pupil	149.00	1

RECOMMENDATIONS

Option I	Close
Option II	Close
Option III	Close
Option IV	Close
Option V	Close
Capital Construction	XX

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	VI North End
SCHOOL:	Windmill Street Elementary School

STRUCTURAL CONDITIONS

Construction Date	1932
Structural Classification	III
Number of Regular Classrooms	30

CAPACITY

		Rank
Number of Seats (PSD)	710	8
Enrollment	227	27
Grade Organization	K-5	--
Load	32%	--

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,828.00	20
Fuel Oil Cost Per Square Foot	.36	17
Fuel Oil Cost Per Pupil	121.00	3

RECOMMENDATIONS

Option I	K-6
Option II	Renovate to K-8
Option III	Renovate to K-8
Option IV	Renovate to K-8
Option V	Renovate to K-8
Capital Construction	Renovate to K-8 standards

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COMMUNITY ASSESSMENT

COMMUNITY STUDY DISTRICT: VII OLNEYVILLE

RESIDENT POPULATION

		Rank
1980 Total 5-14 Resident Population	627	11
1990 Projected 5-14 Resident Population	662	11
2000 Projected Resident Population	600	11

RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
Current Percent of 5-14 Resident Population Attending Public School	59.40%	7
1990 Projected 5-14 Resident Population Attending Public School	450	12
2000 Projected 5-14 Resident Population Attending Public School	400	12

MINORITY RESIDENT POPULATION

		Rank
1980 Total 5-17 Resident Population	724	11
1980 Minority 5-17 Resident Population	91	12
1980 Percent of Minority 5-17 Resident Population	12.5%	10

NEIGHBORHOOD CAPACITY

Option V	650

MINORITY RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
1980 Total 5-17 Minority Resident Population Attending Public School	65	12
1980 Percent of 5-17 Minority Population Attending Public School	71.4%	12

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	VII Olneyville
SCHOOL:	William D'Abate Elementary School

STRUCTURAL CONDITIONS

Construction Date	1959
Structural Classification	I
Number of Regular Classrooms	16

CAPACITY

		Rank
Number of Seats (PSD)	500	19
Enrollment	374	14
Grade Organization	K-4	--
Load	75%	--

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,890.00	24
Fuel Oil Cost Per Square Foot	.97	1
Fuel Oil Cost Per Pupil	98.00	4

RECOMMENDATIONS

Option I	Phase in K-6
Option II	Renovate to K-8
Option III	Renovate to K-8
Option IV	Renovate to K-8
Option V	Renovate to K-8
Capital Construction	Renovate to K-8 standards; 5 additional special purpose classrooms; 10 additional regular classrooms/250 seats; replacement school.

COMMUNITY ASSESSMENT

COMMUNITY STUDY DISTRICT: VIII RESERVOIR

RESIDENT POPULATION

		Rank
1980 Total 5-14 Resident Population	356	13
1990 Projected 5-14 Resident Population	462	13
2000 Projected Resident Population	408	13

RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
Current Percent of 5-14 Resident Population Attending Public School	36.94%	13
1990 Projected 5-14 Resident Population Attending Public School	200	13
2000 Projected 5-14 Resident Population Attending Public School	175	13

MINORITY RESIDENT POPULATION

		Rank
1980 Total 5-17 Resident Population	425	13
1980 Minority 5-17 Resident Population	43	13
1980 Percent of Minority 5-17 Resident Population	10.1%	11

NEIGHBORHOOD CAPACITY

Option V	650

MINORITY RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
1980 Total 5-17 Minority Resident Population Attending Public School	19	13
1980 Percent of 5-17 Minority Population Attending Public School	44.2%	13

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	VIII Reservoir
SCHOOL:	Reservoir Avenue Elementary School

STRUCTURAL CONDITIONS

Construction Date	1926
Structural Classification	I
Number of Regular Classrooms	7

CAPACITY

		Rank
Number of Seats (PSD)	212	31
Enrollment	152	32
Grade Organization	K-5	--
Load	72%	--

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,437.00	12
Fuel Oil Cost Per Square Foot	.69	2
Fuel Oil Cost Per Pupil	68.00	13

RECOMMENDATIONS

Option I	Phase in K-6
Option II	Replace with K-8
Option III	Replace with K-8
Option IV	Replace with K-8
Option V	Replace with K-8
Capital Construction	Replacement School

COMMUNITY ASSESSMENT

COMMUNITY STUDY DISTRICT: IX SILVER LAKE / HARTFORD

RESIDENT POPULATION

		Rank
1980 Total 5-14 Resident Population	1,906	5
1990 Projected 5-14 Resident Population	2,017	5
2000 Projected Resident Population	1,874	6

RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
Current Percent of 5-14 Resident Population Attending Public School	57.87%	8
19[illegible] Projected 5-14 Resident Population Attending Public School	1,375	6
2000 Projected 5-14 Resident Population Attending Public School	1,275	6

MINORITY RESIDENT POPULATION

		Rank
1980 Total 5-17 Resident Population	2,236	6
1980 Minority 5-17 Resident Population	350	7
1980 Percent of Minority 5-17 Resident Population	15.7%	9

NEIGHBORHOOD CAPACITY

Option V	1,300

MINORITY RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
1980 Total 5-17 Minority Resident Population Attending Public School	332	7
1980 Percent of 5-17 Minority Population Attending Public School	94.8%	1

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT: IX Silver Lake/Hartford

SCHOOL: LAUREL HILL AVENUE ELEMENTARY SCHOOL

STRUCTURAL CONDITIONS

Construction Date	1916
Structural Classification	II
Number of Regular Classrooms	18

CAPACITY

		Rank
Number of Seats (PSD)	432	22
Enrollment	275	21
Grade Organization	2-4	--
Load	64%	--

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	1,586.00	16
Fuel Oil Cost Per Square Foot	.29	28
Fuel Oil Cost Per Pupil	53.00	19

RECOMMENDATIONS

Option I	Phase in K-4
Option II	Close
Option III	Close
Option IV	Close (Tentative)
Option V	Close
Capital Construction	XX

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT: IX Silver Lake/Hartford

SCHOOL: OLIVER H. PERRY MIDDLE SCHOOL

STRUCTURAL CONDITIONS

Construction Date	1930
Structural Classification	III
Number of Regular Classrooms	38

CAPACITY

		Rank
Number of Seats (PSD)	870	3
Enrollment	578	7
Grade Organization	5-8	--
Load	66%	--

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	2,207.00	29*
Fuel Oil Cost Per Square Foot	.33	24
Fuel Oil Cost Per Pupil	86.00	5

RECOMMENDATIONS

Option I	Renovate and Phase in K-8
Option II	Renovate to K-8
Option III	Renovate to K-8
Option IV	Renovate to K-8
Option V	Renovate to K-8
Capital Construction	Renovate to K-8 standards; addition of kindergarten as special purpose classroom.

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* Middle Schools are ranked separately.

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	IX Silver Lake/Hartford
SCHOOL:	Ralph Street Elementary School

STRUCTURAL CONDITIONS

Construction Date	1901
Structural Classification	I
Number of Regular Classrooms	8

CAPACITY

		Rank
Number of Seats (PSD)	235	30
Enrollment	193	29
Grade Organization	K-1	--
Load	82%	--

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,186.00	2
Fuel Oil Cost Per Square Foot	.48	6
Fuel Oil Cost Per Pupil	46.00	23

RECOMMENDATIONS

Option I	Close
Option II	Close
Option III	Close
Option IV	Close
Option V Capital Construction	Close XX

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	IX Silver Lake/Hartford
SCHOOL:	Webster Avenue Elementary School

STRUCTURAL CONDITIONS

Construction Date	1900
Structural Classification	I
Number of Regular Classrooms	15

CAPACITY

		Rank
Number of Seats (PSD)	370	23
Enrollment	246	24
Grade Organization	K-5	--
Load	66%	--

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,201.00	3
Fuel Oil Cost Per Square Foot	.39	12
Fuel Oil Cost Per Pupil	53.00	19

RECOMMENDATIONS

Option I	Close
Option II	Close
Option III	Close
Option IV	Close
Option V Capital Construction	Renovate to K-8

COMMUNITY ASSESSMENT

COMMUNITY STUDY DISTRICT: X SMITH HILL

RESIDENT POPULATION

		Rank
1980 Total 5-14 Resident Population	822	9
1990 Projected 5-14 Resident Population	973	10
2000 Projected Resident Population	714	10

RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
Current Percent of 5-14 Resident Population Attending Public School	61.74%	2
1990 Projected 5-14 Resident Population Attending Public School	700	9
2000 Projected 5-14 Resident Population Attending Public School	500	10

MINORITY RESIDENT POPULATION

		Rank
1980 Total 5-17 Resident Population	954	10
1980 Minority 5-17 Resident Population	279	10
1980 Percent of Minority 5-17 Resident Population	29.2%	7

NEIGHBORHOOD CAPACITY

Option V	0

MINORITY RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
1980 Total 5-17 Minority Resident Population Attending Public School	252	9
1980 Percent of 5-17 Minority Population Attending Public School	90.3%	3

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	X Smith Hill
SCHOOL:	Camden Avenue Elementary School

STRUCTURAL CONDITIONS

Construction Date	1962
Structural Classification	II
Number of Regular Classrooms	30

CAPACITY

		Rank
Number of Seats (PSD)	806	5
Enrollment	394	12
Grade Organization	K-4	---
Load	49%	---

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,516.00	14
Fuel Oil Cost Per Square Foot	.29	28
Fuel Oil Cost Per Pupil	50.00	22

RECOMMENDATIONS

Option I	Phase in K-5
Option II	Close temporarily
Option III	Special Education
Option IV	K-8 Model Magnet
Option V Capital Construction	K-8 Model Magnet Renovate to K-8 standards; addition of cafetorium and 2 special purpose classrooms.

COMMUNITY ASSESSMENT

COMMUNITY STUDY DISTRICT: XI SOUTH PROVIDENCE

RESIDENT POPULATION

		Rank
1980 Total 5-14 Resident Population	1,867	6
1990 Projected 5-14 Resident Population	2,232	3
2000 Projected Resident Population	2,023	4

RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
Current Percent of 5-14 Resident Population Attending Public School	66.14%	3
1990 Projected 5-14 Resident Population Attending Public School	1,775	2
2000 Projected 5-14 Resident Population Attending Public School	1,625	2

MINORITY RESIDENT POPULATION

		Rank
1980 Total 5-17 Resident Population	2,242	5
1980 Minority 5-17 Resident Population	1,926	2
1980 Percent of Minority 5-17 Resident Population	85.9%	1

NEIGHBORHOOD CAPACITY

Option V	1,300

MINORITY RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
1980 Total 5-17 Minority Resident Population Attending Public School	1,705	1
1980 Percent of 5-17 Minority Population Attending Public School	88.5%	5

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	XI South Providence
SCHOOL:	Edmund W. Flynn Elementary School

STRUCTURAL CONDITIONS

Construction Date	1958
Structural Classification	II
Number of Regular Classrooms	28

CAPACITY

		Rank
Number of Seats (PSD)	500	19
Enrollment	475	10
Grade Organization	K-5	---
Load	95%	---

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,842.00	22
Fuel Oil Cost Per Square Foot	.41	11
Fuel Oil Cost Per Pupil	58.00	16

RECOMMENDATIONS

Option I	K-8 Model Magnet
Option II	K-8 Model Magnet
Option III	K-8 Model Magnet
Option IV	K-8 Model Magnet
Option V	K-8 Model Magnet
Capital Construction	Renovate to K-8 standards; addition of one double special purpose classroom.

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	XI SOUTH PROVIDENCE
SCHOOL:	MARY E. FOGARTY

STRUCTURAL CONDITIONS

Construction Date	1962
Structural Classification	II
Number of Regular Classrooms	22

CAPACITY

		Rank
Number of Seats (PSD)	625	14
Enrollment	358	15
Grade Organization	K-4	--
Load	57%	--

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	1,484.00	13
Fuel Oil Cost Per Square Foot	.27	32
Fuel Oil Cost Per Pupil	32.00	11

RECOMMENDATIONS

Option I	No change
Option II	Renovate to K-8
Option III	Renovate to K-8
Option IV	Renovate to K-8
Option V	Renovate to K-8
Capital Construction	Renovate to K-8 standards; addition of cafetorium with the addition of 5 special purpose classrooms and 4 regular classrooms seating 100.

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	XI South Providence
SCHOOL:	Roger Williams Middle School

STRUCTURAL CONDITIONS

Construction Date	1932
Structural Classification	III
Number of Regular Classrooms	37

CAPACITY

		Rank
Number of Seats (PSD)	835	4
Enrollment	695	2
Grade Organization	5-8	---
Load	83%	---

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,882.00	23*
Fuel Oil Cost Per Square Foot	.34	19
Fuel Oil Cost Per Pupil	68.00	13

RECOMMENDATIONS

Option I	No change
Option II	Renovate to K-8
Option III	Renovate to K-8
Option IV	Renovate to K-8
Option V	Renovate to K-8
Capital Construction	Renovate to K-8 standards; addition of kindergarten as special purpose classroom.

*Middle schools are ranked separately.

COMMUNITY ASSESSMENT

COMMUNITY STUDY DISTRICT: XII WASHINGTON PARK

RESIDENT POPULATION

		Rank
1980 Total 5-14 Resident Population	1,368	8
1990 Projected 5-14 Resident Population	1,531	8
2000 Projected Resident Population	1,235	8

RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
Current Percent of 5-14 Resident Population Attending Public School	61.50%	5
1990 Projected 5-14 Resident Population Attending Public School	1,125	7
2000 Projected 5-14 Resident Population Attending Public School	900	8

MINORITY RESIDENT POPULATION

		Rank
1980 Total 5-17 Resident Population	1,621	8
1980 Minority 5-17 Resident Population	819	5
1980 Percent of Minority 5-17 Resident Population	50.5%	5

NEIGHBORHOOD CAPACITY

Option V	650

MINORITY RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
1980 Total 5-17 Minority Resident Population Attending Public School	705	5
1980 Percent of 5-17 Minority Population Attending Public School	86.1%	7

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	XII Washington Park
SCHOOL:	Broad Street Elementary School

STRUCTURAL CONDITIONS

Construction Date	1897
Structural Classification	II
Number of Regular Classrooms	22

CAPACITY

		Rank
Number of Seats (PSD)	613	15
Enrollment	594	5
Grade Organization	K-5	---
Load	97%	---

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,242.00	5
Fuel Oil Cost Per Square Foot	.33	24
Fuel Oil Cost Per Pupil	37.00	29

RECOMMENDATIONS

Option I	Phase in K-6
Option II	Replace with K-8
Option III	Replace with K-8
Option IV	Replace with K-8
Option V Capital Construction	Replace with K-8 Replacement School

COMMUNITY ASSESSMENT

COMMUNITY STUDY DISTRICT: XIII WEST END

RESIDENT POPULATION

		Rank
1980 Total 5-14 Resident Population	1,986	4
1990 Projected 5-14 Resident Population	1,944	6
2000 Projected Resident Population	1,800	7

RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
Current Percent of 5-14 Resident Population Attending Public School	67.77%	2
1990 Projected 5-14 Resident Population Attending Public School	1,550	5
2000 Projected 5-14 Resident Population Attending Public School	1,450	4

MINORITY RESIDENT POPULATION

		Rank
1980 Total 5-17 Resident Population	2,346	4
1980 Minority 5-17 Resident Population	1,321	3
1980 Percent of Minority 5-17 Resident Population	56.3%	4

NEIGHBORHOOD CAPACITY

Option V	1,950

MINORITY RESIDENT POPULATION ATTENDING PUBLIC SCHOOL

		Rank
1980 Total 5-17 Minority Resident Population Attending Public School	1,161	3
1980 Percent of 5-17 Minority Population Attending Public School	87.9%	6

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	XIII West End
SCHOOL:	Althea Street Elementary School

STRUCTURAL CONDITIONS

Construction Date	1898
Structural Classification	[illegible]
Number of Regular Classrooms	7

CAPACITY

		Rank
Number of Seats (PSD)	262	29
Enrollment	154	30
Grade Organization	K-2	---
Load	59%	---

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,282.00	7
Fuel Oil Cost Per Square Foot	.66	8
Fuel Oil Cost Per Pupil	86.00	5

RECOMMENDATIONS

Option I	Close
Option II	Close
Option III	Close
Option IV	Close, replace with K-8
Option V	Close, replace with K-8
Capital Construction	One replacement school for both Althea Street and Willow Street Schools.

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	XIII West End
SCHOOL:	Asa Messer Elementary School

STRUCTURAL CONDITIONS

Construction Date	1891
Structural Classification	1
Number of Regular Classrooms	12

CAPACITY

		Rank
Number of Seats (PSD)	297	27
Enrollment	154	30
Grade Organization	3-4	---
Load	52%	---

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,605.00	17
Fuel Oil Cost Per Square Foot	.35	19
Fuel Oil Cost Per Pupil	83.00	7

RECOMMENDATIONS

Option I	Close
Option II	Renovate to K-8
Option III	Renovate to K-8
Option IV	Renovate to K-8
Option V	Renovate to K-8
Capital Construction	Renovate to K-8 standards; addition of 5 special purpose classrooms and 7 regular classrooms seating 175, in addition to current construction.

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	XIII West End
SCHOOL:	Vineyard Street Elementary School

STRUCTURAL CONDITIONS

Construction Date	1883
Structural Classification	II
Number of Regular Classrooms	20

CAPACITY

		Rank
Number of Seats (PSD)	455	21
Enrollment	321	19
Grade Organization	K-4	---
Load	71%	---

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,277.00	6
Fuel Oil Cost Per Square Foot	.50	5
Fuel Oil Cost Per Pupil	70.00	12

RECOMMENDATIONS

Option I	Close
Option II	Renovate to K-8 with language center
Option III	Renovate to K-8 with language center
Option IV	Renovate to K-8 with language center
Option V	Renovate to K-8 with language center
Capital Construction	Addition of cafetorium and gymnasium; requires addition of 5 special purpose classrooms and 6 regular classrooms.

SCHOOL ASSESSMENT

COMMUNITY STUDY DISTRICT:	XIII West End
SCHOOL:	Willow Street Elementary School

STRUCTURAL CONDITIONS

Construction Date	1874
Structural Classification	VII
Number of Regular Classrooms	7

CAPACITY

		Rank
Number of Seats (PSD)	210	32
Enrollment	209	28
Grade Organization	K-3	---
Load	99%	---

COST EFFICIENCY

	$ Amount	Rank
Per Pupil Cost	$1,042.00	1
Fuel Oil Cost Per Square Foot	.44	9
Fuel Oil Cost Per Pupil	30.00	32

RECOMMENDATIONS

Option I	Close
Option II	Close
Option III	Close
Option IV	Close, replace with K-8
Option V	Close, replace with K-8
Capital Construction	One replacement school for both Althea Street and Willow Street Schools.

Appendix F

THE CONSULTATION PROCESS

Appendix F

THE CONSULTATION PROCESS

1. Interview Guides Used in the Consultation Process
    a. Areas for Discussion with School Committee Members
    b. Areas for Discussion with Procidence School Principals
    c. Areas for Discussion with Segment Administrators
    d. Areas for Discussion with Curriculum Supervisors
    e. Areas for Discussion with Parents, Students and and Community Groups
2. List of Individuals and Groups
    a. Phase II Consultations
    b. Phase III Consultations
3. Summary of Issues Identified by Groups in Consultation Process: Phase II (November, 1979 to January, 1980)

a. Areas for Discussion with School Committee Members

1. What do you think are the most important issues to be examined in planning for a K-8 grade level reorganization?

2. What advantages and disadvantages do you think would be created by a reorganization of the particular schools?

3. How do you think participants in the school system feel about K-8 reorganization? What would be the best approach for soliciting their concerns and ideas during the planning process?

4. How do you think parents of students feel about K-8 reorganization? What would be the best approach for including parents in the planning process?

5. Are there particular schools which have special strengths which can be identified?

6. What neighborhoods would most benefit from community schools?

7. Would you like to be involved in the K-8 reorganizational planning process? What would be the best way for you to participate?

b. Areas for Discussion with Providence School Principals

1. What do you think are the most important issues to be examined in planning for a K-8 grade level reorganization?

2. What advantages and disadvantages do you think would be created by a reorganization of your particular school?

3. How do you think teachers in your school feel about a K-8 reorganization? What would be the best approach for soliciting their concerns and ideas during the planning process?

4. How do you think parents of students in your school feel about a K-8 reorganization? What would be the best approach for including parents in the planning process?

5. What do you believe to be the current strengths of your particular school? (Curriculum, teachers, enrichment programs, community support, school climate, basic skills, space, etc.)

6. Would you like to be involved in the K-8 reorganizational planning process? What would be the best way for you to participate?

c. Interview Guides for Segment Administrators

1. What are your concerns about grade level organization?

2. How do you perceive principals/teachers feel about grade level school organization?

3. How do you perceive the community's attitude toward grade level organization?

4. Concerning schools in your area, how would you rate them in terms of:

    a. Economics
    b. Space
    c. Neighborhood Support
    d. Quality of Curriculum

5. What would be the best approach for encouraging direct responses of principals to the grade level reorganization? Would you assist URI in setting up a dialogue?

6. What would be the best approach for involving parents in information sharing concerning grade level school reorganization?

d. Areas for Discussion with Curriculum Supervisors

1. For your area of supervision (reading, math, etc.), is there a mandated curriculum?

2. What facilities are required to implement the specific curriculum utilized in your area?

3. In terms of your specialized curriculum area, which elementary schools have outstanding programs?

4. In terms of your specialized curriculum area, which middle schools have outstanding programs?

5. Which elementary and/or middle schools do you perceive as objects of strong community identification?

6. What advantages and disadvantages do you think would be created by a possible K-8 reorganization?

7. What do you think are the most important issues to be examined in planning for a K-8 grade level reorganization?

8. How do you think parents and teachers feel about a possible K-8 grade level reorganization?

e. Areas for Discussion with Parents, Students, and Community Groups

1. What do you think are the most important issues involved in planning for and implementing a K-8 grade level reorganization?

2. What do you think the advantages are for students attending a K-8 school?

3. What do you think the disadvantages are for students attending a K-8 school?

4. What are your comments on the URI Study Team's preliminary recommendations of January, 1980.

5. Do you feel that the Study's definition of Providence's community boundaries is appropriate?

6. Do you have any recommendations for other groups or individuals to be included in this consultation process?

PHASE II CONSULTATIONS

NAME	AFFILIATION/POSITION	DATE OF MEETING
Mayor Vincent Cianci	Mayor of Providence	December 12, 1979
Robert Iannazzi	Providence School Committee	December 10, 1979
Joseph P. Duffy	Providence School Committee	December 10, 1979
Mary Ross	Providence School Committee	December 10, 1979
Patricia Cole	Providence School Committee	December 10, 1979
Patrick O'Regan	Providence School Committee	December 11, 1979
Cleveland Kurtz	Providence School Committee	December 12, 1979
Roberto Gonzales	Providence School Committee	December 14, 1979
Josephine DiRuzzo	Providence School Committee	December 18, 1979
Pauline Mullins	Segment Administrator	November 19, 1979
Mary O'Brien	Segment Administrator	November 26, 1979
Thomas McDonald	Segment Administrator	November 27, 1979
Karen Carrol	Art Supervisor	November 19, 1979
Frank Piccirilli	Language Supervisor	November 19, 1979
Robert Roberti	Reading Supervisor	November 19, 1979
Amedio DeRobbio	Mathematics Supervisor	November 19, 1979
Anthony Capraro	Science Supervisor	November 19, 1979
Melvin Clanton	Student Services/Social Workers Supervisor	November 20, 1979
Robert Brooks	Career/Voc. Ed. Supervisor	November 26, 1979
Joseph Almagno	Supplementary Programs Supervisor	November 26, 1979
Joyce Stevos	Social Studies Supervisor	November 27, 1979
Anthony Rayo		November 27, 1979
Richard Michael	Audio Visual/Library Skills Supervisor	November 29, 1979
John McKenna	Special Education/Pleasant View	November 29, 1979
Lynn Smith	Systemwide Supervisor	December 4, 1979
Veretta Jungwirth	Kennedy/Principal	November 28, 1979
Judith Barry	Camden/Principal	November 28, 1979
Nicholas Lambros	D'Abate/Principal	November 28, 1979
Ronald Karnes	Laurel Hill/Principal	November 29, 1979
Joseph Degnan	Academy & Webster/Principal	November 29, 1979
Raymond Creegan	Lauro/Principal	November 29, 1979
Ludovico DelGizzo	West/Principal	November 30, 1979
Albert Mink	Perry/Principal	November 30, 1979
Raymond Lamore	Greene/Principal	November 30, 1979
Charles Burke	Mount Pleasant/Principal	December 5, 1979
Ruth Smith	Vineyard & Reservoir/Principal	December 6, 1979
David Minicucci	Bridgham/Principal	December 6, 1979
Robert Stearns	Althea & Asa Messer/Principal	December 6, 1979
Anne Bourke	Broad/Principal	December 7, 1979
George Marks	Fogarty/Principal	December 7, 1979
George West	Stuart/Principal	December 7, 1979
Mary Duffy	Sackett & Lexington/Principal	December 7, 1979
Arthur Zarrella	Central/Principal	December 7, 1979
Joseph Littlefield	Hope/Principal	December 12, 1979
Jarvis Jones	Bishop/Principal	December 12, 1979
Joseph McGuire	Bishop/Assistant Principal	December 12, 1979

PHASE II CONSULTATIONS (Continued)

NAME	AFFILIATION/POSITION	DATE OF MEETING
Albert Palombo	Howland/Principal	December 12, 1979
Thomas Shanley	Hopkins	December 13, 1979
Louis Filippelli	Veazie & Crowley/Principal	December 13, 1979
Peter Davis	Classical/Principal	December 13, 1979
Stephen Kane	King/Principal	December 14, 1979
Lucy DiSarro	Fox Point/Principal	December 14, 1979
Anthony Tutalo	Flynn/Prinicpal	December 14, 1979
David McCarthy	Williams/Principal	December 14, 1979
Josephine DeAngelis	Williams/Assistant Principal	December 14, 1979
Joseph Renzulli	Bridgham/Assistant Principal	December 21, 1979
Lumner Jennings	West/Assistant Principal	December 21, 1979
Marcia Reback	Providence Teachers Union	January 10, 1980
Paul Gounaris	ALP/Director	January 3, 1980
Vincent McWilliams	Providence PTO	January 3, 1980, January 9, 1980
Sheila Fauteux	Broad Street	January 9, 1980
Shannon Donahue	Francis Crowley	January 9, 1980
Rita & Bob Childress	Academy Avenue/George J. West	January 9, 1980
Mebba Underdown	Mount Pleasant Tutorial	January 9, 1980

PHASE III CONSULTATIONS

ORGANIZATION REPRESENTED	DATE OF MEETING
Opportunities Industrialization Center of Rhode Island (OIC)	April 22, 1980
Academy Avenue Elementary School PTA	April 23, 1980
Francis J. Crowley Elementary School PTA	April 23, 1980
Mount Pleasant Tutorial Program	April 23, 1980
Urban League of Rhode Island	April 24, 1980
NAACP of Rhode Island	April 24, 1980
Ministerial Alliance	April 24, 1980
South Providence Tutorial Program	April 24, 1980
Title I District Advisory Committee	April 28, 1980 and May 13, 1980
Hope Neighborhood Association, Silver Lake Annex Center, Inc., Youth Education Program	May 2, 1980
DaVinci Center for Community Progress	May 2, 1980
Fox Point Elementary School PTA	May 5, 1980
Fox Point Community Organization	May 5, 1980
People Acting Through Community Effort (PACE)	May 13, 1980
Federal Hill Tutorial Program	May 13, 1980
East Side Area Committee for School Closings	May 14, 1980
Washington Park Community Center	May 14, 1980
Joslin Community Development Corporation	May 14, 1980
Hartford Park Community Center	May 14, 1980
West Broadway Area Parents	May 21, 1980
George J. West Middle School Student Council	May 21, 1980
Nathan Bishop Middle School Student Council	May 28, 1980
Oliver Hazard Perry Middle School Student Council	May 29, 1980
Roger Williams Middle School Student Council	May 29, 1980

SUMMARY OF ISSUES IDENTIFIED BY GROUPS IN CONSULTATION PROCESS: PHASE II
(November, 1979 to January, 1980)

CATEGORY OF ISSUE	SPECIFIC ISSUES
Educational Programs	Curriculum . Additional emphasis on basic skills . Additional physical activities for older students . Additional enrichment-type electives for younger students Discipline (limit-setting) Self-contained vs. departmentalized approach Child-centered vs. subject-centered approach
Student Assignment	Selection of students Impact on current assignment pattern Transportation
School Building Management	Physical organization of grades within building (space utilization) Hours for entering and exiting school Safety concerns (halls, recess, busses) Administrative approach
Administration	Certification of teachers and administrators Potential loss of jobs Selection of teachers to participate in year I Reduction of itinerant teachers Length of implementation Necessity of pre- and in-service training/education Commitment of system

TEACHERS' UNION

CATEGORY OF ISSUE	SPECIFIC ISSUES
School Building Management	Safety
Administration	Certification of teachers and administrators

SCHOOL COMMITTEE MEMBERS

CATEGORY OF ISSUE	SPECIFIC ISSUES
Student Assignment	Relationship of demographics to student assignment
School Building Management	Safety Personnel reassignment
Administration	Certification of teachers and administrators Economic savings Reuse of closed facilities Facilities management
Community Support	Impact of reorganized school on neighborhood

OFFICE OF THE MAYOR

CATEGORY OF ISSUE	SPECIFIC ISSUES
Student Assignment	Impact on desegregation
Administration	Economic savings New school construction Reuse of closed facilities
Community Support	Neighborhood school concept

REPRESENTATIVES OF PARENTS' GROUPS

CATEGORY OF ISSUE	SPECIFIC ISSUES
Educational Programs	Programs following students . Bilingual . Gifted . Special Education . Title I Increase in recreation activities
Student Assignment	Impact on desegregation
School Building Management	Safety (recess, busses, halls) Traffic Hours for entering and exiting school
Administration	Reuse of school buildings Capacity estimates need redefining
Community Support	Loss of neighborhood school

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Appendix G

SUMMARY OF CURRENT RHODE ISLAND CERTIFICATION METHODS AND REQUIREMENTS

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Appendix G

A. METHODS OF CERTIFICATION

I. Certification for Rhode Island Institutions

a. Elementary Teacher
b. Secondary Principal
c. Elementary Teacher
  1) Provisional
  2) Professional

II. Certification by Transcript Evaluation

a. Elementary and Secondary Teachers and Principals

III. Certification by Reciprocity Interstate Certification Compact

a. Elementary and Secondary Teachers and Principals

IV. Requirements for Middle School Endorsement

a. Elementary Teacher
b. Elementary Principal
c. Secondary Teacher
d. Secondary Principal

TEACHER CERTIFICATION IN RHODE ISLAND

Types of Certification

provisional certificate	. issued in all areas of certification . valid 3-6 years . not renewable, holder must qualify for professional certificate at end of period . certificate is extendable for individuals who are unable to secure teaching experience.
professional certificate	. issued in all areas of certification . valid for life . requires 3 years experience in Rhode Island . varying amounts of course work
temproary provisional certificate (rarely used)	. does not require bachelor's degree . issued only in two areas (vocational education and school nursing) . valid one year period . renewal granted upon successful teaching experience and minimum of six semester hours of basic course work
special provisional certificate	. issued only in elementary education . requires bachelor's degree . position with cooperating teacher in an approved training program required . minimum 18 semester hours of education course work . not renewable . must qualify for provisional certificate within one year
substitute certificate	. issued in all areas . valid 75 days in school year . same requirements as provisional certificate
student teacher certificate	. issued in all areas . valid for six months
emergency certificate	. valid for one year . issued in shortage areas to individuals who do not qualify for provisional certificate . issued upon application of Superintendent after July 1, if he/she cannot find fully certified person . State Dept. of Education must verify shortage . renewable given - successful teaching experience - six semester hrs. of credit toward certification requirements

METHODS OF CERTIFICATION

I. Teacher Certification for Rhode Island Institutions

a. Elementary Teacher

State Department of Education approves institution's program for 5-year period.

Upon completion of degree requirements, including 30 semester house of education courses and 6 to 12 semester hours of practice teaching, university forwards student's application (1001), official transcripts and recommendation for certification to the State Department of Education.

Applicant is issued a provisional certificate.

Within six years, applicant must have Master's Degree or 36 approved semester hours beyond Bachelors plus 3 years successful teaching in Rhode Island in the elementary area. Applicant is granted professional certificate.

METHODS OF CERTIFICATION

I. Teacher Certification for Rhode Island Institutions

b. Secondary Teacher

State Dept. of Education approves institution's program

Upon completion of degree requirements, including 18 semester hours of education courses, minimum of 6 semester hours of practice teaching, plus varying amounts of required semester hours (18-36) in specific subject area; university forwards student's application(1001), official transcripts & recommendations for certification to State Dept. of Ed.

State Dept. of Education processes application

applicant is issued a provisional certificate

Within six years, applicant must have Master's Degree or 36 approved semester hours in subject area beyond Bachelors, plus 3 years sucessful teaching in Rhode Island in secondary area. Applicant is granted professional certificate

METHODS OF CERTIFICATION

I. Principal Certification for Rhode Island Institutions

c. Elementary School Principal

1. Provisional

Eligibility for a Rhode Island elementary school teacher's certificate

+

Master's Degree or 36 approved semester hours beyond Bachelor's Degree

+

Fifteen approved semester hours of courses in administrative and supervisory service in elementary school including:

- elementary school organization and administration
- supervision of instruction in elementary school
- elementary curriculum

+

Three years successful teaching experience in elementary grades

=

Provisional elementary school principal's certificate (valid for three years).

2. Professional

Provisional elementary school principal's certificate

+

Fifteen approved semester hours of study beyond either a Master's Degree or 36 hours beyond Bachelor's Degree

+

Three years successful experience as a supervising principal in an elementary school in Rhode Island

=

Professional elementary school principal's certificate

METHODS OF CERTIFICATION

I. Principal Certification for Rhode Island Institutions

d. Secondary School Principal

1. Provisional

Eligibility for a Rhode Island secondary school teacher's certificate

+

Master's Degree or 36 approved semester hours beyond Bachelor's Degree

+

Fifteen approved semester hours of courses in administrative and supervisory service in secondary school including:
- secondary school organization and administration
- supervision of instruction in secondary school
- secondary curriculum

+

Three years successful teaching experience in secondary grades

=

Provisional school principal's certificate (valid for three years).

2. Professional

Provisional secondary school principal's certificate

+

Fifteen approved semester hours of study beyond either a Master's Degree or 36 hours beyond Bachelor's Degree

+

Three years successful experience as a supervising principal in a secondary school in Rhode Island

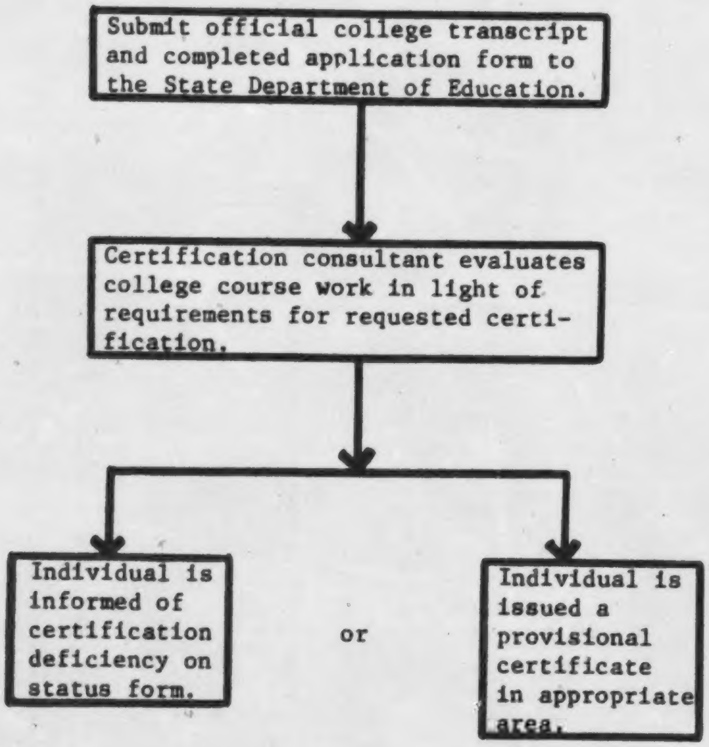
=

Professional secondary school principal's certificate

METHODS OF CERTIFICATION

II. Certification by Transcript Evaluation

Elementary and Secondary Teachers and Principals

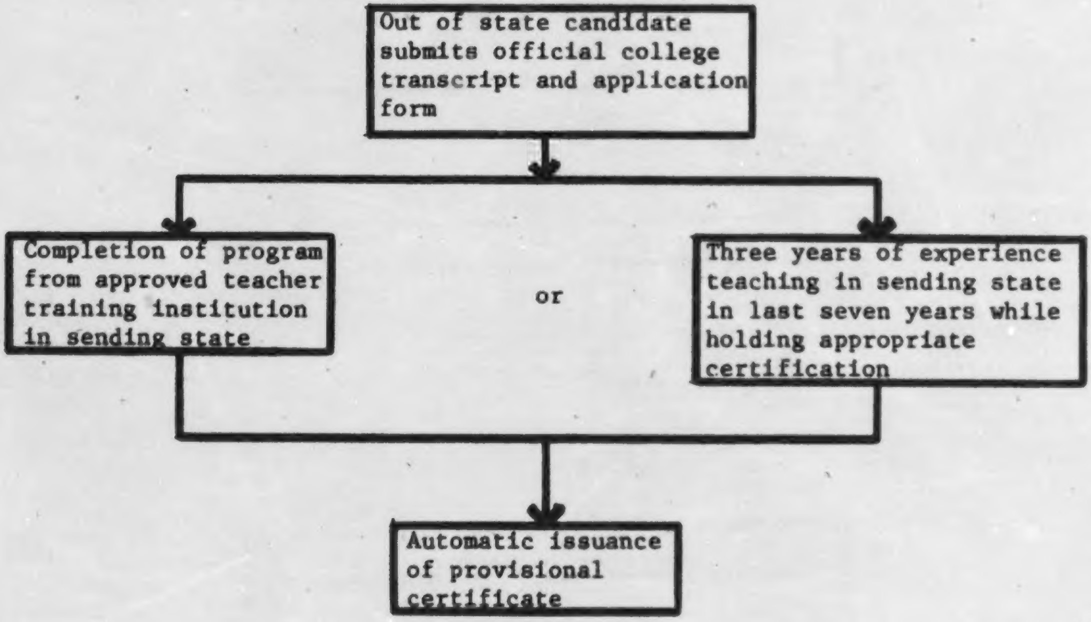

Submit official college transcript and completed application form to the State Department of Education.
Certification consultant evaluates college course work in light of requirements for requested certification.
Individual is informed of certification deficiency on status form.
or
Individual is issued a provisional certificate in appropriate area.

METHODS OF CERTIFICATION

III. Certification by Reciprocity

Interstate Certification Compact

Elementary and Secondary Teachers and Principals


Out of state candidate submits official college transcript and application form
Completion of program from approved teacher training institution in sending state
or
Three years of experience teaching in sending state in last seven years while holding appropriate certification
Automatic issuance of provisional certificate

REQUIREMENTS FOR MIDDLE SCHOOL ENDORSEMENT

a. Elementary Teacher

Six semester hours of approved study	
Required:	Adolescent psychology
Choice of one:	. Methods of teaching subject area in secondary/middle school . Middle school curriculum

Plus

12 semester hours in subject area

Persons holding an elementary certificate without an endorsement for middle schools may continue to teach in grades 5-6 of a middle school.

b. Elementary Principal

Six semester hours of approved study	
Required:	Adolescent psychology
Choice of one:	. Organization and administration of middle school . Middle school curriculum

Effective 10/1/73*

*Persons presently engaged as teachers or principals in the middle school shall be eligible to continue to perform in their present capacity under their certificates now held.

REQUIREMENTS FOR MIDDLE SCHOOL ENDORSEMENT

c. Secondary Teacher

Six semester hours of approved study	
Required:	Child psychology
Choice of one:	. Middle school curriculum . Methods of teaching reading . Methods of teaching subject area on elementary school level

Persons holding a secondary certificate without an endorsement for middle schools may continue to teach their field in grades 7 and 8 of a middle school.

d. Secondary Principal

Six semester hours of approved study	
Required:	Child psychology
Choice of one:	. Organization and administration of middle schools . Middle school curriculum

Effective 10/1/73*

*Persons presently engaged as teachers and principals in the middle school shall be eligible to continue to perform in their present capacity under their certificates now held.

Appendix H

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, and 3

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SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Althea Street Elementary School

1979-1980 GRADE STRUCTURE: K-2

OPTION V RECOMMENDATION: Replace Althea and Willow Street Schools with one K-8 school

YEAR 1 GOAL: Extend to K-3	PSD*1980 Projected Enrollment: 195 ** 1979-1980 PSD Capacity: 262 PSD Projected Available Space: 67

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

YEAR 2 GOAL: Close	Year 2 Projected Enrollment: 195 Year 2 Projected Capacity: 262 Year 2 Projected Available Space: NA

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
Send 195 to new Asa Messer (K-3)	0	NA

YEAR 3 GOAL: XX	Year 3 Projected Enrollment: XX Year 3 Projected Capacity: XX Year 3 Projected Available Space: XX

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

**PSD 1980 Projected Enrollment includes grade 3 enrollment.

Appendix H

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Academy Avenue Elementary School
1979-1980 GRADE STRUCTURE: K-5
OPTION V RECOMMENDATION: Close

YEAR 1 GOAL:
Unchanged

PSD*1980 Projected Enrollment: 264
1979-1980 PSD Capacity: 320
PSD Projected Available Space: 56

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

YEAR 2 GOAL:
Unchanged

Year 2 Projected Enrollment: 264
Year 2 Projected Capacity: 320
Year 2 Projected Available Space: 56

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

YEAR 3 GOAL:
Close

Year 3 Projected Enrollment: 264
Year 3 Projected Capacity: 320
Year 3 Projected Available Space: 56

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
Send 264 to Hopkins (K-5)	0	NA

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Asa Messer Elementary School

1979-1980 GRADE STRUCTURE: 3-5

OPTION V RECOMMENDATION: Renovate to K-8

YEAR 1 GOAL: Continue with construction plan	PSD*1980 Projected Enrollment: 135 1979-1980 PSD Capacity: 297 PSD Projected Available Space: NA

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Send 135 to Lauro (3-5)	0	NA

YEAR 2 GOAL: Open as new K-8	Year 2 Projected Enrollment: 0 Year 2 Projected Capacity: 650 Year 2 Projected Available Space: 650

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
Receive 195 from Althea (K-3)	195	455
Receive 135 from Lauro (3-5)	330	320

YEAR 3 GOAL: Unchanged	Year 3 Projected Enrollment: 330 Year 3 Projected Capacity: 650 Year 3 Projected Available Space: 320

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
Receive 200 from Stuart (5-8)	530	120

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Broad Street Elementary School

1979-1980 GRADE STRUCTURE: K-5

OPTION V RECOMMENDATION: Replace with new K-8 school

YEAR 1 GOAL:	
Unchanged	PSD*1980 Projected Enrollment: 625 1979-1980 PSD Capacity: 613 PSD Projected Available Space: -12

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

YEAR 2 GOAL:	
Unchanged	Year 2 Projected Enrollment: 625 Year 2 Projected Capacity: 613 Year 2 Projected Available Space: NA

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

YEAR 3 GOAL:	
Close/open replacement K-8	Year 3 Projected Enrollment: 625 Year 3 Projected Capacity: 650 Year 3 Projected Available Space: 25

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
Transfer 500 enrollment to replacement school	125	NA
Send 125 to new Williams (K-8)	0	NA

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Camden Avenue Elementary School
1979-1980 GRADE STRUCTURE: K-4
OPTION V RECOMMENDATION: K-8 Model Magnet

YEAR 1 GOAL: Extend to K-5; receive from Crowley	PSD*1980 Projected Enrollment: 410 1979-1980 PSD Capacity: 806 PSD Projected Available Space: 396

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 61 from grade extension (5)	471	335
receive 246 from Crowley (K-5)	717	89

YEAR 2 GOAL: Unchanged	Year 2 Projected Enrollment: 717 Year 2 Projected Capacity: 650 Year 2 Projected Available Space: -67

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

YEAR 3 GOAL: Unchanged	Year 3 Projected Enrollment: 717 Year 3 Projected Capacity: 650 Year 3 Projected Available Space: -67

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
Send 67 to Hopkins (K-5)	650	0

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Francis J. Crowley Memorial Elementary School
1979-1980 GRADE STRUCTURE: K-5
OPTION V RECOMMENDATION: Close

YEAR 1 GOAL: Close	PSD*1980 Projected Enrollment: 246 1979-1980 PSD Capacity: 293 PSD Projected Available Space: NA

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Send 246 to Camden (K-5)	0	NA

YEAR 2 GOAL: XX	Year 2 Projected Enrollment: XX Year 2 Projected Capacity: XX Year 2 Projected Available Space: XX

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

YEAR 3 GOAL: XX	Year 3 Projected Enrollment: XX Year 3 Projected Capacity: XX Year 3 Projected Available Space: XX

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

*PSD-Providence School Department
Note: Numerals in parentheses in Strategy sections indicate grade levels.

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SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: William D'Abate Memorial Elementary School
1979-1980 GRADE STRUCTURE: K-4
OPTION V RECOMMENDATION: Renovate to K-8

YEAR 1 GOAL: Extend to K-5	PSD*1980 Projected Enrollment: 352 1979-1980 PSD Capacity: 500 PSD Projected Available Space: 148

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 85 from grade extension (5)	437	63

YEAR 2 GOAL: Unchanged	Year 2 Projected Enrollment: 437 Year 2 Projected Capacity: 650 Year 2 Projected Available Space: 63

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

YEAR 3 GOAL: Extend to K-6	Year 3 Projected Enrollment: 437 Year 3 Projected Capacity: 650 Year 3 Projected Available Space: 213

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 85 from grade extension (6)	522	128
Receive 67 from West (6)	589	61

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Edmund W. Flynn Model Elementary School
1979-1980 GRADE STRUCTURE: K-5
OPTION V RECOMMENDATION: K-8 Model Magnet

YEAR 1 GOAL: Unchanged	PSD*1980 Projected Enrollment: 466 1979-1980 PSD Capacity: 500 PSD Projected Available Space: 34

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

YEAR 2 GOAL: Extned to K-6	Year 2 Projected Enrollment: 466 Year 2 Projected Capacity: 650 Year 2 Projected Available Space: 184

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 80 from grade extension (6)	546	104

YEAR 3 GOAL: Extend to K-7	Year 3 Projected Enrollment: 546 Year 3 Projected Capacity: 650 Year 3 Projected Available Space: 104

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 80 from grade extension (7)	626	24

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Mary E. Fogarty Elementary School
1979-1980 GRADE STRUCTURE: K-4
OPTION V RECOMMENDATION: Renovate to K-8

YEAR 1 GOAL: Extend to K-5	PSD*1980 Projected Enrollment: 1979-1980 PSD Capacity: PSD Projected Available Space:	440 625 185
YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 62 from grade extension (5)	502	123
Receive 90 from Williams (5)	592	33

YEAR 2 GOAL: Extend to K-6	Year 2 Projected Enrollment: Year 2 Projected Capacity: Year 2 Projected Available Space:	392 650 258
YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 62 from grade extension (6)	454	196

YEAR 3 GOAL: Extend to K-7	Year 3 Projected Enrollment: Year 3 Projected Capacity: Year 3 Projected Available Space:	454 650 196
YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 62 from grade extension (7)	516	134

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Fox Point Elementary School

1979-1980 GRADE STRUCTURE: K-5

OPTION V RECOMMENDATION: Renovate to K-8 with Language Center

YEAR 1 GOAL: Extend to K-6	PSD*1980 Projected Enrollment: 407 1979-1980 PSD Capacity: 517 PSD Projected Available Space: 110

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 50 from grade extension (6)	457	60

YEAR 2 GOAL: Extend to K-7	Year 2 Projected Enrollment: 457 Year 2 Projected Capacity: 650 Year 2 Projected Available Space: 193

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 50 from grade extension (7)	507	143
Receive 80 from King (K-5)	587	63

YEAR 3 GOAL: Extend to K-8	Year 3 Projected Enrollment: 587 Year 3 Projected Capacity: 650 Year 3 Projected Available Space: 63

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 50 from grade extension (8)	637	13

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: John Howland Elementary School

1979-1980 GRADE STRUCTURE: 4-5

OPTION V RECOMMENDATION: Close

YEAR 1 GOAL: Close	PSD*1980 Projected Enrollment: 238 1979-1980 PSD Capacity: 324 PSD Projected Available Space: NA

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Send 130 to King (4)	108	NA
Send 108 to Bishop (5)	0	NA

YEAR 2 GOAL: XX	Year 2 Projected Enrollment: XX Year 2 Projected Capacity: XX Year 2 Projected Available Space: XX

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

YEAR 3 GOAL: XX	Year 3 Projected Enrollment: XX Year 3 Projected Capacity: XX Year 3 Projected Available Space: XX

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: ~~Robert F. Kennedy Elementary School~~

1979-1980 GRADE STRUCTURE: K-6

OPTION V RECOMMENDATION: Renovate to K-8

YEAR 1 GOAL: Extend to K-7	PSD*1980 Projected Enrollment: 506 1979-1980 PSD Capacity: 586 PSD Projected Available Space: 80

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 71 from grade extension (7)	577	9

YEAR 2 GOAL: Extend to K-8	Year 2 Projected Enrollment: 577 Year 2 Projected Capacity: 650 Year 2 Projected Available Space: 73

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 71 from grade extension (8)	648	2

YEAR 3 GOAL: Unchanged	Year 3 Projected Enrollment: 648 Year 3 Projected Capacity: 650 Year 3 Projected Available Space: 2

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Dr. Martin Luther King, Jr. Elementary School

1979-1980 GRADE STRUCTURE: K-3

OPTION V RECOMMENDATION: Renovate to K-8

YEAR 1 GOAL: Receive from Howland; extend to K-4	PSD*1980 Projected Enrollment: 555** 1979-1980 PSD Capacity: 650 PSD Projected Available Space: 95

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

YEAR 2 GOAL: Extend to K-5	Year 2 Projected Enrollment: 555 Year 2 Projected Capacity: 650 Year 2 Projected Available Space: 95

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
125 retained from grade extension (5)	680	-30
Send 80 to Fox Point	600	50

YEAR 3 GOAL: Extend to K-6	Year 3 Projected Enrollment: 600 Year 3 Projected Capacity: 650 Year 3 Projected Available Space: 50

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 125 from grade extension (6)	725	-75

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

** PSD Projected 1980 Enrollment reflects grade extension to K-4 and receiving grade 4 from Howland.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Laurel Hill Avenue Elementary School

1979-1980 GRADE STRUCTURE: 2-4

OPTION V RECOMMENDATION: Close

YEAR 1 GOAL:	
Extend to 1-5	PSD*1980 Projected Enrollment: 262 1979-1980 PSD Capacity: 432 PSD Projected Available Space: 170

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Receive 108 from Ralph (1)	370	62
Retain 50 from grade extension (5)	420	12

YEAR 2 GOAL:	
Close	Year 2 Projected Enrollment: 420 Year 2 Projected Capacity: 432 Year 2 Projected Available Space: NA

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
Send 420 to new Perry (1-5)	0	NA

YEAR 3 GOAL:	
XX	Year 3 Projected Enrollment: XX Year 3 Projected Capacity: XX Year 3 Projected Available Space: XX

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Carl G. Lauro Elementary School

1979-1980 GRADE STRUCTURE: K-4

OPTION V RECOMMENDATION: Renovate to K-8

YEAR 1 GOAL: Receive from Willow and Asa Messer	PSD*1980 Projected Enrollment: 276 1979-1980 PSD Capacity: 671 PSD Projected Available Space: 395

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Receive 195 from Willow (K-2)	471	200
Receive 135 from Asa Messer (3-5)	606	65
Receive 45 from Willow (3)	651	20

YEAR 2 GOAL: Extend to K-5	Year 2 Projected Enrollment: 651 Year 2 Projected Capacity: 650 Year 2 Projected Available Space: 0

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
66 retained from grade extension (5)	717	-67
Send 135 back to Asa Messer	582	68

YEAR 3 GOAL: Extend to K-6	Year 3 Projected Enrollment: 582 Year 3 Projected Capacity: 650 Year 3 Projected Available Space: 68

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
66 retained from grade extension (6)	648	2

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Lexington Avenue Elementary School
1979-1980 GRADE STRUCTURE: K-4
OPTION V RECOMMENDATION: Close

YEAR 1 GOAL: Close	PSD*1980 Projected Enrollment: 350 1979-1980 PSD Capacity: 349 PSD Projected Available Space: NA

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Send 150 to Sackett (K-4)	170	NA
Send 170 to Vineyard (K-5)	0	NA

YEAR 2 GOAL: XX	Year 2 Projected Enrollment: XX Year 2 Projected Capacity: XX Year 2 Projected Available Space: XX

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

YEAR 3 GOAL: XX	Year 3 Projected Enrollment: XX Year 3 Projected Capacity: XX Year 3 Projected Available Space: XX

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

*PSD-Providence School Department

Note: Numerals in parentheses in strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Ralph Street Elementary School
1979-1980 GRADE STRUCTURE: K-1
OPTION V RECOMMENDATION: Close

YEAR 1 GOAL: Close	PSD*1980 Projected Enrollment: 198 1979-1980 PSD Capacity: 235 PSD Projected Available Space: NA

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Send 108 to Laurel Hill (1)	90	NA
Send 90 to Webster (K)	0	NA

YEAR 2 GOAL: XX	Year 2 Projected Enrollment: XX Year 2 Projected Capacity: XX Year 2 Projected Available Space: XX

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

YEAR 3 GOAL: XX	Year 3 Projected Enrollment: XX Year 3 Projected Capacity: XX Year 3 Projected Available Space: XX

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Reservoir Avenue Elementary School
1979-1980 GRADE STRUCTURE: K-5
OPTION V RECOMMENDATION: Replace with K-8

YEAR 1 GOAL: Unchanged	PSD*1980 Projected Enrollment: 195 1979-1980 PSD Capacity: 212 PSD Projected Available Space: 17

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

YEAR 2 GOAL: Unchanged	Year 2 Projected Enrollment: 195 Year 2 Projected Capacity: 212 Year 2 Projected Available Space: 17

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

YEAR 3 GOAL: Unchanged	Year 3 Projected Enrollment: 195 Year 3 Projected Capacity: 212 Year 3 Projected Available Space: 17

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

*PSD-Providence School Department
Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Sackett Street Elementary School
1979-1980 GRADE STRUCTURE: K-5
OPTION V RECOMMENDATION: Renovate to K-8

YEAR 1 GOAL:
Receive from Lexington

PSD*1980 Projected Enrollment: 325
1979-1980 PSD Capacity: 505
PSD Projected Available Space: 180

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Receive 150 from Lexington (K-4)	475	30

YEAR 2 GOAL:
Extend to K-6

Year 2 Projected Enrollment: 475
Year 2 Projected Capacity: 650
Year 2 Projected Available Space: 175

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 50 from grade extension (6)	525	75

YEAR 3 GOAL:
Extend to K-7

Year 3 Projected Enrollment: 525
Year 3 Projected Capacity: 650
Year 3 Projected Available Space: 125

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 50 from grade extension (7)	575	75

*PSD-Providence School Department
Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Veazie Street Elementary School
1979-1980 GRADE STRUCTURE: K-5
OPTION V RECOMMENDATION: Close

YEAR 1 GOAL: Close	PSD*1980 Projected Enrollment: 270 1979-1980 PSD Capacity: 694 PSD Projected Available Space: NA

YEAR 1 Strategy	**Adjusted Enrollment**	**Adjusted Available Space**
Send 270 to Windmill (K-6)	0	NA

YEAR 2 GOAL: XX	**Year 2 Projected Enrollment:** XX **Year 2 Projected Capacity:** XX **Year 2 Projected Available Space:** XX

YEAR 2 Strategy	**Adjusted Enrollment**	**Adjusted Available Space**
XX	XX	XX

YEAR 3 GOAL: XX	**Year 3 Projected Enrollment:** XX **Year 3 Projected Capacity:** XX **Year 3 Projected Available Space:** XX

YEAR 3 Strategy	**Adjusted Enrollment**	**Adjusted Available Space**
XX	XX	XX

***PSD-Providence School Department**
Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Vineyard Street Elementary School
1979-1980 GRADE STRUCTURE: K-4
OPTION V RECOMMENDATION: Renovate to K-8 with Language Center

YEAR 1 GOAL: Receive from Lexington	PSD*1980 Projected Enrollment: 345 1979-1980 PSD Capacity: 455 PSD Projected Available Space: 110

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Receive 170 from Lexington	515	-60

YEAR 2 GOAL: Extend to K-5	Year 2 Projected Enrollment: 515 Year 2 Projected Capacity: 650 Year 2 Projected Available Space: 135

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 48 from grade extension (5)	563	87

YEAR 3 GOAL: Extend to K-6	Year 3 Projected Enrollment: 563 Year 3 Projected Capacity: 650 Year 3 Projected Available Space: 87

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 48 from grade extension (6)	611	39

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Webster Avenue Elementary School
1979-1980 GRADE STRUCTURE: K-4
OPTION V RECOMMENDATION: Renovate to K-8

YEAR 1 GOAL:
Extend to K-5

PSD*1980 Projected Enrollment: 250
1979-1980 PSD Capacity: 370
PSD Projected Available Space: 120

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 31 from grade extension (5)	281	89
Receive 90 from Ralph (K)	371	-1

YEAR 2 GOAL:
Extend to K-6

Year 2 Projected Enrollment: 371
Year 2 Projected Capacity: 650
Year 2 Projected Available Space: 279

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 31 from grade extension (6)	402	248

YEAR 3 GOAL:
Extend to K-7

Year 3 Projected Enrollment: 402
Year 3 Projected Capacity: 650
Year 3 Projected Available Space: 248

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
Retain 31 from grade extension (7)	433	217

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Willow Street Elementary School

1979-1980 GRADE STRUCTURE: K-3

OPTION V RECOMMENDATION: Replace Willow and Althea with one K-8 school

YEAR 1 GOAL: Close	PSD*1980 Projected Enrollment: 195 (K-2) 1979-1980 PSD Capacity: 210 PSD Projected Available Space: NA

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Send 195 to Lauro (K-2)	0	NA
Send 45 to Lauro (3)	0	NA

YEAR 2 GOAL: Closed XX	Year 2 Projected Enrollment: XX Year 2 Projected Capacity: XX Year 2 Projected Available Space: XX

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

YEAR 3 GOAL: XX	Year 3 Projected Enrollment: XX Year 3 Projected Capacity. XX Year 3 Projected Available Space: XX

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Windmill Street Elementary School
1979-1980 GRADE STRUCTURE: K-5
OPTION V RECOMMENDATION: Renovate to K-8

YEAR 1 GOAL: Extend to K-6 and receive from Veazie	**PSD*1980 Projected Enrollment:** 441** **1979-1980 PSD Capacity:** 710 **PSD Projected Available Space:** 269

YEAR 1 Strategy	**Adjusted Enrollment**	**Adjusted Available Space**
Retain 72 from grade extension (6)	513	197

YEAR 2 GOAL: Extend to K-7	**Year 2 Projected Enrollment:** 513 **Year 2 Projected Capacity:** 650 **Year 2 Projected Available Space:** 137

YEAR 2 Strategy	**Adjusted Enrollment**	**Adjusted Available Space**
Retain 72 from grade extension (7)	585	65

YEAR 3 GOAL: Extend to K-8	**Year 3 Projected Enrollment:** 585 **Year 3 Projected Capacity:** 650 **Year 3 Projected Available Space:** 65

YEAR 3 Strategy	**Adjusted Enrollment**	**Adjusted Available Space**
Retain 72 from grade extension (8)	657	7

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

**PSD 1980 Projected Enrollment includes Veazie Street School students.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Nathan Bishop Middle School

1979-1980 GRADE STRUCTURE: 5-8

OPTION V RECOMMENDATION: Renovate to K-8

YEAR 1 GOAL: Temporarily extend to 5-8, receive from Howland/Hopkins

PSD*1980 Projected Enrollment: 683
1979-1980 PSD Capacity: 800
PSD Projected Available Space: 117

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Receive 108 from Howland (5)	791	9
70 retained in Fox Point (6)	721	79
Receive 47 from Hopkins	768	32

YEAR 2 GOAL:
Reduce to 6-8, partially clear for renovation

Year 2 Projected Enrollment: 768
Year 2 Projected Capacity: 800
Year 2 Projected Available Space: 32

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
125 retained in King (5)	643	157
50 retained in Fox Point (7)	593	207

YEAR 3 GOAL:
Reduce to 7-8, partially clear to complete renovations

Year 3 Projected Enrollment: 593
Year 3 Projected Capacity: 800
Year 3 Projected Available Space: NA

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
125 retained in King (6)	468	NA

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Samuel W. Bridgham Middle School
1979-1980 GRADE STRUCTURE: 5-8
OPTION V RECOMMENDATION: Renovate to K-8

YEAR 1 GOAL: Unchanged	PSD*1980 Projected Enrollment: 625 1979-1980 PSD Capacity: 700 PSD Projected Available Space: 75

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

YEAR 2 GOAL: Reduce to 6-8, partially clear for renovations	Year 2 Projected Enrollment: 625 Year 2 Projected Capacity: 700 Year 2 Projected Available Space: 75

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
66 retained in Lauro (5)	559	141

YEAR 3 GOAL: Partially clear to complete renovation	Year 3 Projected Enrollment: 559 Year 3 Projected Capacity: 700 Year 3 Projected Available Space: NA

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
66 retained in Lauro (6)	493	NA
Send 300 to new K-8 Hopkins (6-8)	193	NA

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Nathanael Greene Middle School
1979-1980 GRADE STRUCTURE: 5-8
OPTION V RECOMMENDATION: Renovate to K-8

YEAR 1 GOAL:
Receive from West and Hopkins

PSD*1980 Projected Enrollment: 523
1979-1980 PSD Capacity: 900
PSD Projected Available Space: 377

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Receive 360 from West (6-8)	883	17
Receive 46 from Hopkins (7)	929	-29

YEAR 2 GOAL:
Unchanged

Year 2 Projected Enrollment: 929
Year 2 Projected Capacity: 900
Year 2 Projected Available Space: -29

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
28 retained in Kennedy (8)	900	0

YEAR 3 GOAL:
Unchanged

Year 3 Projected Enrollment: 900
Year 3 Projected Capacity: 900
Year 3 Projected Available Space: NA

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

*PSD-Providence School Department
Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Esek Hopkins Middle School

1979-1980 GRADE STRUCTURE: 6-8

OPTION V RECOMMENDATION: Renovate to K-8

YEAR 1 GOAL:
Reduce to grade 8; partially clear for renovations

PSD*1980 Projected Enrollment: 325
1979-1980 PSD Capacity: 700
PSD Projected Available Space: NA

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Send 46 to Greene (7)	279	NA
Send 47 to Bishop (7)	232	NA
72 retained in Windmill (6)	160	NA

YEAR 2 GOAL:
Clear and complete renovations

Year 2 Projected Enrollment: 160
Year 2 Projected Capacity: 70
Year 2 Projected Available Space: NA

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
-160 from year 1 graduation	0	NA

YEAR 3 GOAL:
Open as new K-8

Year 3 Projected Enrollment: 0
Year 3 Projected Capacity: 650
Year 3 Projected Available Space: 650

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
Receive 300 from Bridgham (6-8)	300	350
Receive 264 from Academy (K-5)	564	86
Receive 67 from Camden (K-5)	631	29

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Oliver Hazard Perry Middle School
1979-1980 GRADE STRUCTURE: 5-8
OPTION V RECOMMENDATION: Renovate to K-8

YEAR 1 GOAL:
Clear for renovations

PSD*1980 Projected Enrollment: 610
1979-1980 PSD Capacity: 870
PSD Projected Available Space: NA

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
31 retained in Webster (5)	575	NA
50 retained in Laurel Hill (5)	529	NA
Send 529 to West (5-8)	0	NA

YEAR 2 GOAL:
Open new K-8

Year 2 Projected Enrollment: 0
Year 2 Projected Capacity: 650
Year 2 Projected Available Space: 650

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
Receive 200 from West (6-8)	200	450
Receive 420 from Laurel Hill (1-5)	620	30

YEAR 3 GOAL:
Unchanged

Year 3 Projected Enrollment: 620
Year 3 Projected Capacity: 650
Year 3 Projected Available Space: 30

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
XX	XX	XX

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Gilbert Stuart Middle School
1979-1980 GRADE STRUCTURE: 5-8
OPTION V RECOMMENDATION: Renovate to K-8

YEAR 1 GOAL:	
Receive from Williams	PSD*1980 Projected Enrollment: 710 1979-1980 PSD Capacity: 975 PSD Projected Available Space: 265

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Receive 185 from Williams (6)	895	80

YEAR 2 GOAL:	
Unchanged	Year 2 Projected Enrollment: 895 Year 2 Projected Capacity: 975 Year 2 Projected Available Space: 80

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
50 retained in Sackett (6)	845	130
62 retained in Fogarty (6)	783	192

YEAR 3 GOAL:	
Partially clear for renovations	Year 3 Projected Enrollment: 783 Year 3 Projected Capacity: 975 Year 3 Projected Available Space: NA

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
50 retained in Sackett (7)	733	NA
Send 260 to Williams (5-8)	473	NA

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: George J. West Middle School
1979-1980 GRADE STRUCTURE: 6-8
OPTION V RECOMMENDATION: Renovate to K-8

YEAR 1 GOAL: Receive from Perry	PSD*1980 Projected Enrollment: 623 1979-1980 PSD Capacity: 800 PSD Projected Available Space: 177

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Send 360 to Greene (6-8)	263	537
Receive 529 from Perry (6-8)	792	8
85 retained in D'Abate (5)	707	93

YEAR 2 GOAL: Partially clear for renovations	Year 2 Projected Enrollment: 707 Year 2 Projected Capacity: 800 Year 2 Projected Available Space: NA

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
Send 200 to Perry (6-8)	507	NA
43 retained in Kennedy (8)	464	NA

YEAR 3 GOAL: Reduce to 7-8 and partially clear to complete renovations	Year 3 Projected Enrollment: 464 Year 3 Projected Capacity: 800 Year 3 Projected Available Space: NA

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
85 retained in D'Abate (6)	379	NA
Send 67 to D'Abate (6)	312	NA

*PSD-Providence School Department

Note: Numerals in parentheses in Strategy sections indicate grade levels.

SIMULATION OF IMPLEMENTATION OF OPTION V BY SCHOOL
FIVE YEAR PHASING-IN PROCESS
YEARS 1, 2, AND 3

SCHOOL: Roger Williams Middle School
1979-1980 GRADE STRUCTURE: 5-8
OPTION V RECOMMENDATION: Renovate to K-8

YEAR 1 GOAL: Reduce to 7 and 8; partially clear for renovations	PSD*1980 Projected Enrollment: 660 1979-1980 PSD Capacity: 835 PSD Projected Available Space: NA

YEAR 1 Strategy	Adjusted Enrollment	Adjusted Available Space
Send 185 to Stuart (6)	475	NA
Send 90 to Fogarty (5)	385	NA

YEAR 2 GOAL: Reduce to grade 8; complete construction	Year 2 Projected Enrollment: 385 Year 2 Projected Capacity: 835 Year 2 Projected Available Space: NA

YEAR 2 Strategy	Adjusted Enrollment	Adjusted Available Space
-190 from year 1 graduation	195	NA

YEAR 3 GOAL: Opens as new K-8	Year 3 Projected Enrollment: 195 Year 3 Projected Capacity: 650 Year 3 Projected Available Space: 455

YEAR 3 Strategy	Adjusted Enrollment	Adjusted Available Space
-195 from year 2 graduation	0	650
Receive 260 from Stuart (5-8)	260	390
Receive 125 from Broad (K-5)	385	265

*PSD-Providence School Department
Note: Numerals in parentheses in Strategy sections indicate grade levels.

Appendix I

K-8 PROTOTYPE FACILITY ARCHITECTURAL ASSESSMENT: PHYSICAL REQUIREMENTS

Appendix I

K-8 PROTOTYPE FACILITY ARCHITECTURAL ASSESSMENT: PHYSICAL REQUIREMENTS

Background

The working draft of the feasibility of grade level reorganization included a brief description of a prototypical school that would be the basis for the construction of new K-8 facilities. In general, this description provided for a school with a capacity of 550 to 650 seats and a nominal enrollment of 500 to 600 students. The facility would contain approximately 82,000 square feet which would be allocated to various classrooms and activity areas. The preliminary spatial requirements specified a facility with 18 to 22 regular classrooms, 5 double special purpose classrooms, and a variety of auxiliary instructional areas and ancillary spaces including but not limited to offices, resource rooms, a cafetorium, and gymnasium.

Given that these requirements are preliminary and quite general in nature, it is somewhat difficult to visualize the form and other physical characteristics of such a facility. With this in mind, the Study Team was asked to analyze the basic physical parameters of a prototypical K-8 school and to prepare conceptual drawings of its spatial organization and physical requirements.

Analysis of Physical Requirements

While the draft report provided a brief description of a K-8 school, there are a number of outstanding issues which would have a direct impact on any future design solution for a K-8 school. In brief these issues are:

1. How will predicted enrollment impact the grade level distribution?
2. How will the various component parts and activity centers be organized?
3. What are the spatial requirements of these components?
4. What are the site requirements for a prototype facility?

Grade Level Distribution

The relative size of the nine individual grade levels contained in a K-8 school could have a significant impact on its physical requirements. In the past, it has been assumed that the enrollment would be equally divided. Historic enrollment trends, as shown below as a percentage of total enrollment, generally support this view. However, the calculated ratios and our analysis of demographic projections has indicated a strong possibility of a short term increase in enrollment. This could very well result in an imbalanced demand with ultimately larger enrollments in grades 3 through 8. A prototypical facility could respond to this by providing the flexibility to accommodate a larger number of students between the ages of 9 and 13. Should the demand eventually subside, as is predicted, the additional space if properly designed, could be converted to some other academic use. Another possibility is for certain specialized spaces to be used intermittently as general classrooms.

GRADE LEVEL DISTRIBUTION BY GRADE
AS A PERCENTAGE OF TOTAL CITY-WIDE K-8 ENROLLMENT

YEAR	K	1	2	3	4	5	6	7	8
1970	.11	.11	.12	.11	.12	.11	.11	.11	.10
1978	.09	.12	.12	.11	.11	.10	.12	.12	.11

Functional Organization of Component Parts

A K-8 school is composed of a variety of instructional areas, auxiliary instructional areas, and ancillary and service spaces. It is a primary objective to organize these spaces in such a way so as to reflect important internal relationships between interdependent functions and to achieve certain functional objectives which are essential to the efficient operation of the school. In the case of the K-8 facility, there is an expressed goal to produce operational efficiency through the consolidation of academic activities. At the same time, it is important to carefully control the level and type of interaction between certain age groups because of the age differences involved. Furthermore, certain age groups have unique physical requirements in terms of facilities and equipment. These points would suggest an organizational solution which would allow for some degree of age group isolation while at the same time providing for controlled age group interaction.

The schematic solution to this is the development of activity clusters. Each cluster would contain those functions with strong internal bonds or similar mutually supporting physical requirements. The activity clusters selected for the K-8 prototype are based primarily on the grouping of the student body into three grade level clusters: K-2, primary; 3-5, intermediate; 6-8, upper; and two additional clusters of core activities and auxiliary instruction centers. This organization would provide for the daily informal interaction between grade clusters which would occur in designated areas of the core or auxiliary clusters.

Spatial Requirements of Component Parts

The prototypical facility as proposed would serve a nominal enrollment of 500 to 600 students with an approximate area of 82,000 square feet. This computes to a per student unit area of 164 to 136 square feet. This has been compared with certain existing schools built or renovated since 1954 as shown on the following page.

SCHOOL	TOTAL AREA IN SQUARE FEET	CAPACITY (URI STUDY)	AREA/ PUPIL	LIBRARY	GYM	AUDITORIUM/OR CAFETORIUM
Fox Point	57,789	450	128	x	x	x
Kennedy	47,896	525	112	x	No	x
Fogarty	42,487	550	77	x	No	x
D'Abate	37,698	400	94	x	No	x
Bridgham	84,860	750	113	x	x	x
Prototype K-8	82,000	600	136	x	x	x

For the sake of this exercise, a somewhat more detailed inventory of spatial requirements has been prepared.* This list is based, in part, on the general requirements that were published in the draft report on grade reorganization and a review of prevailing standards. The conclusion is that a K-8 facility would require an average of approximately 125 square feet of space per student.

Building Site Requirements

It has been suggested by the Providence School Department that a minimum building site of one acre qould be appropriate for a prototype K-8 facility. Understanding that there are certain basic site requirements which must be met, it would appear that a feasible site would have to be much larger than one acre. The site allocation of contemporary facilities is examined below:

SCHOOL	TOTAL SITE IN SQUARE FEET	FOOT PRINT	RESIDENTIAL AREA	PERCENT OF TOTAL	CAPACITY
Fox Point	236,530	57,789	178,741	76	450
Kennedy	70,131	23,822	46,309	66	525
Fogarty	196,020	25,700	170,320	87	550
D'Abate	221,720	37,698	184,022	83	400
Bridgham	230,868	84,860	146,008	63	750
				Mean 76	
				Median 76	

---

*Note: See Figure Five.

SCHOOL	CAPACITY	X	RESIDUAL	=	SQUARE FEET/STUDENT
Fox Point	.002	X	178,741	=	357
Kennedy	.002	X	46,309	=	93
Fogarty	.002	X	170,320	=	341
D'Abate	.003	X	184 022	=	552
Bridgham	.001	X	146,008	=	146
			Mean	297	
			Median	341	

Prototype Site Requirements

A. By Comparison to Existing Facilities:

Capacity (600) x Mean Square Feet/Student (297) = 178,200 Square Feet
(550-650)

B. By Aggregate Needs:

Parking	10,000	Square Feet
Bus Circulation	10,000	
Play Fields		
K-2 1 play area unit/class (1 unit = 3,000) x 6	= 18,000	
3-5 1 play area unit/class (1 unit = 5,000) x 7	= 35,000	
6-8 1 major athletic field	= 64,000	
	137,000	Square Feet

Site Selection

For the sake of credibility and realism, it was decided to test the building area requirements and site requirements against an actual building site. To accomplish this, the master plan for public schools was consulted (City Plan Commission, 1966). Two particular sites, which were reviewed in this report, are of interest since they were identified as conditate sites for new schools which have also been proposed by the URI Study Team.

Site A - New West End School (to replace Althea) located at the intersection of Union, Messer, and Cranston Streets. Total site area is 231,303 square feet on 5.31 acres.

Site B - New Broad Street School (to replace Broad) located at Washington Square. Total site area is 223,898 square feet on 5.14 acres.

Due to its less restrictive geometry, Site A was chosen to test the plan for a prototype facility.

Site Utilization

Total Area	231,303 Square Feet
Site Requirements (recreation, parking circulation)	137,000 Square Feet
Residual Area for Building and Future Expansion	94,000 Square Feet

The orientation of the site suggests that its primary access would be provided from Cranston Street (visitor and bus traffic). Secondary access could be supplied from Messer Street. The building geometry is based on the functional organization of grade level clusters and core and auxiliary instruction clusters. Depending on the eventual layout, the relative position of the various clusters can help define exterior spaces which would serve as protected exterior activity areas for primary and intermediate levels. (See Figure One).

Schematic Solution

Given the constraints of the test site for the K-8 prototype, a possible organization of the various clusters has been developed as shown in Figure Two. The plan calls for four clusters and a gymnasium to be assembled in the following manner:

Primary Cluster - This cluster serves grades K-2 and is composed of 6 classrooms, a common activity area and a resource room. Specialized features of this cluster could include individual lavatories for each classroom as well as appropriately scaled spaces and equipment.

Intermediate Cluster - This cluster would house grades 3 through 5 in 7 classrooms. The cluster would contain a resource room and centralized lavatory facilities.

Upper Cluster - Grades 6, 7, and 8 would be grouped in an upper level cluster. Unlike the primary and intermediate clusters, the upper division cluster does not require the same degree of direct access to outdoor activity areas. Consequently, it is possible to locate these facilities on a second floor level, presumably over the auxiliary activity cluster. The upper cluster could also have independent access to the main library as shown in Figure Two.

FIGURE ONE

CONCEPTUAL ORGANIZATION OF BASIC ACADEMIC AND SUPPORT ACTIVITIES

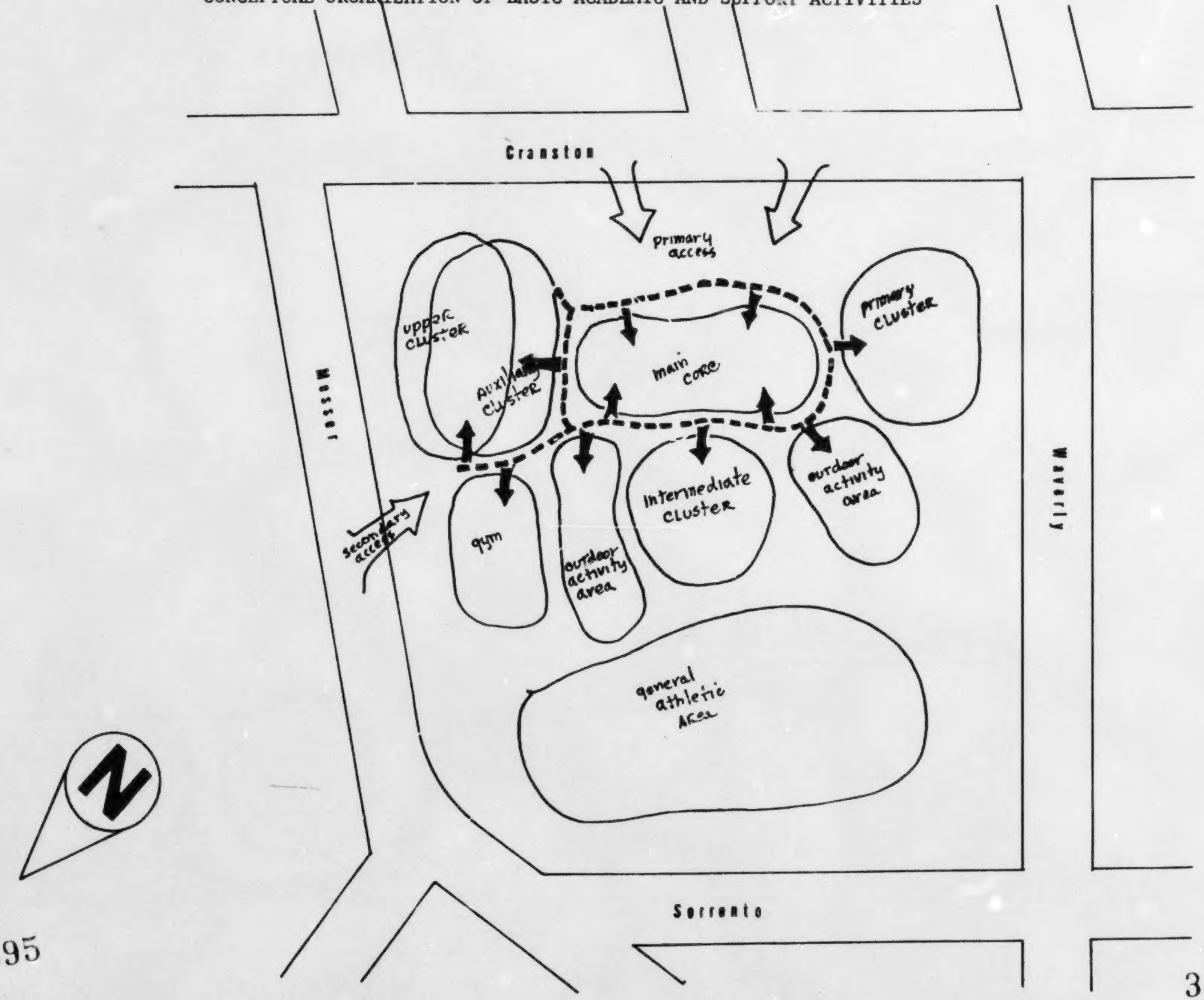
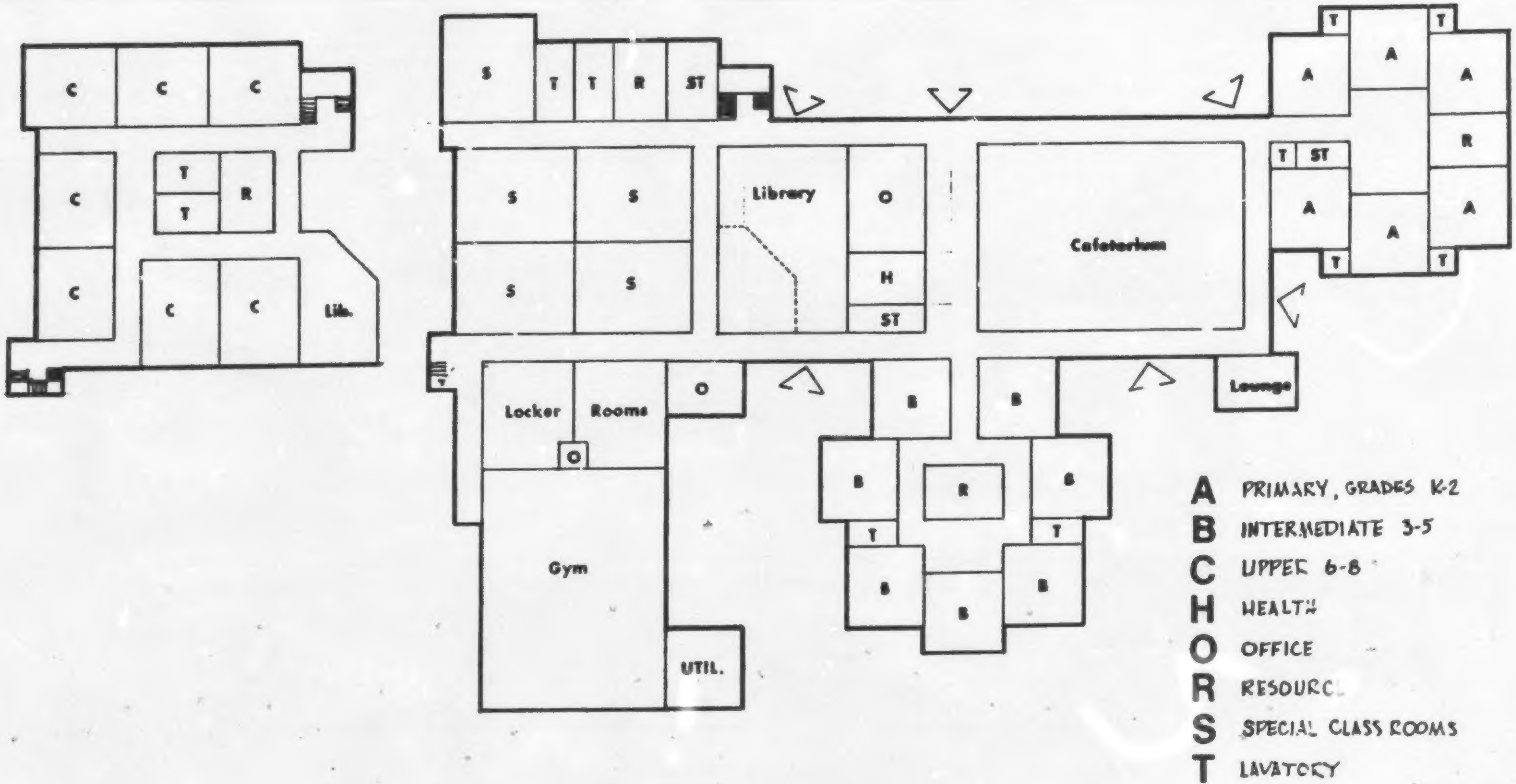

Cranston
primary access
upper cluster
Auxiliary cluster
main core
primary cluster
Mosser
Waverly
secondary access
gym
outdoor activity area
intermediate cluster
outdoor activity area
general athletic Area
Sorrento
N

FIGURE TWO

SCHEMATIC LAYOUT OF PROTOTYPICAL K-8 FACILITY


C
T
R
Lib.
S
ST
Library
O
H
Cafetorium
A
Lounge
Locker Rooms
Gym
UTIL.
B
A PRIMARY, GRADES K-2
B INTERMEDIATE 3-5
C UPPER 6-8
H HEALTH
O OFFICE
R RESOURCE
S SPECIAL CLASS ROOMS
T LAVATORY

Auxiliary - The auxiliary cluster is composed of facilities for art, music, workshop, home economics, and science. These spaces are envisioned as being larger than normal due to the nature of the activities. Like the academic clusters, the auxiliary spaces would be grouped around a resource room, lavatories, and storage facilities.

Core Cluster - At the heart of a prototype facility are the core functions of administration. library, health office, and cafetorium. Given that these functions are strongly related to all the academic clusters, the core becomes the site of supervised and controlled interaction between the various age groups represented by the academic clusters. The library and cafetorium spaces are very important in this regard and because they must accommodate a wide range of age groups. Special consideration must be given to the universality of their design. This is particularly important in the library area where the needs of different age groups vary significantly. For this reason, the library is seen as a multi-level space which permits compartmentalization of library functions both horizontally and vertically according to age group needs.

Figures Three and Four illustrate the position of the schematic layout on the hypothetical site as well as show the possible massing and appearance of a prototypical K-8 facility in its neighborhood setting.

FIGURE THREE

SITE UTILIZATION PLAN

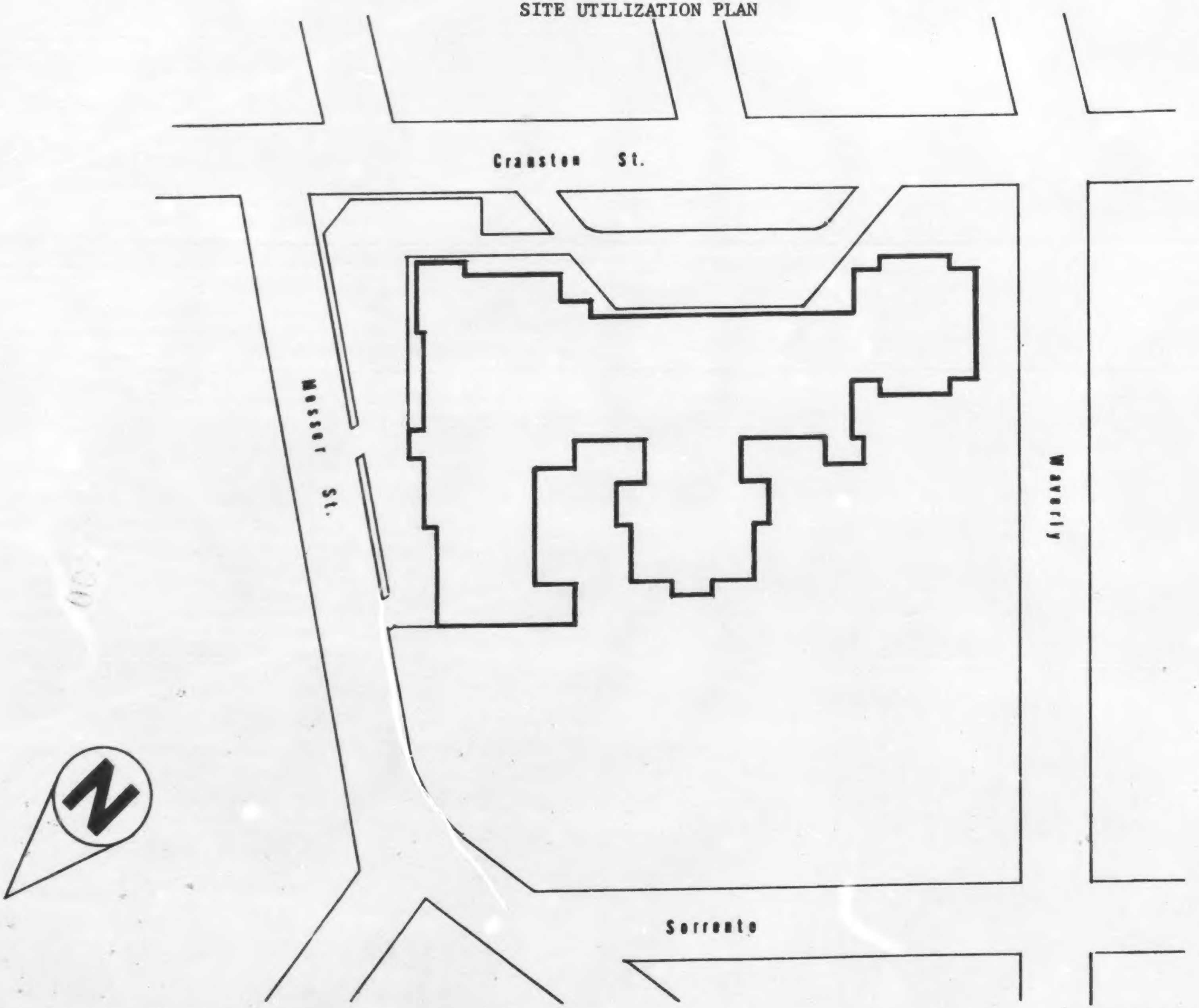

Cranston St.
Messer St.
Waverly
Sorrento
N

FIGURE FOUR

ILLUSTRATED RENDERING OF PROTOTYPICAL FACILITY

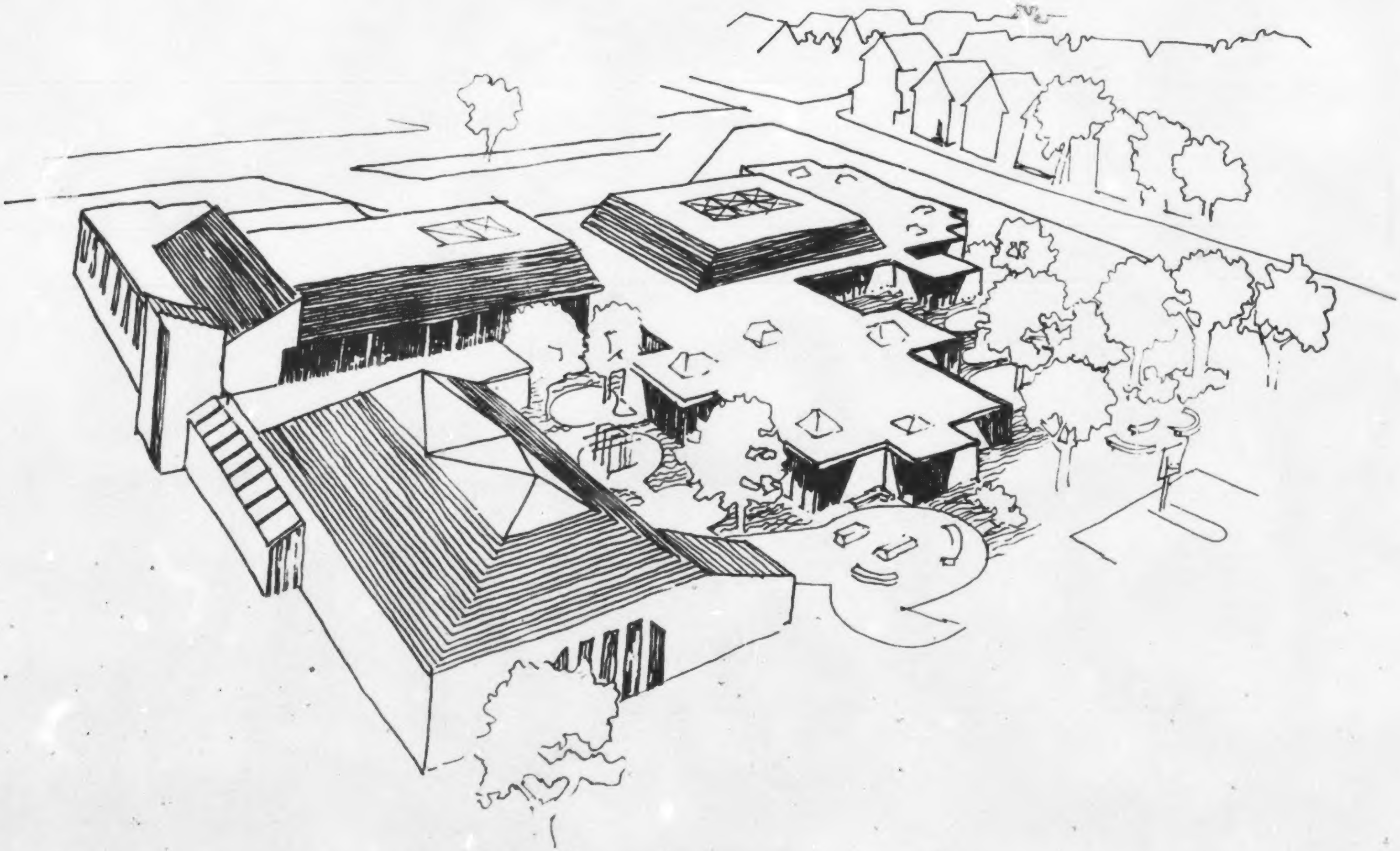


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FIGURE FIVE

K-8 PROTOTYPE FACILITY

ALTERNATIVE SPATIAL ALLOCATION	AREA
Instructional Areas	
Grades K-2, 6 Classrooms	5,400
Grades 3-5, 7 Classrooms	6,650
Grades 6-8, 7 Classrooms	6,650
Auxiliary Instructional Areas	
Music	1,250
Art	1,250
Science	1,250
Workshop	1,250
Home Economics	1,250
Ancillary Spaces	
Physical Education	8,400
Cafetorium	6,500
Resource Rooms	2,000
Health/Dental	700
Teachers' Offices	600
Teachers' Lounges	500
Administration Offices	1,030
Lavatories (Students)	1,270
Lavatories (Teachers)	175
Library	3,550
Storage (General & Students')	2,840
Utilities	1,500
Subtotal	54,615
Circulation (25 percent)	13,654
(70,000 ÷ 600 = 117 square feet/student)	68,269 (70,000)